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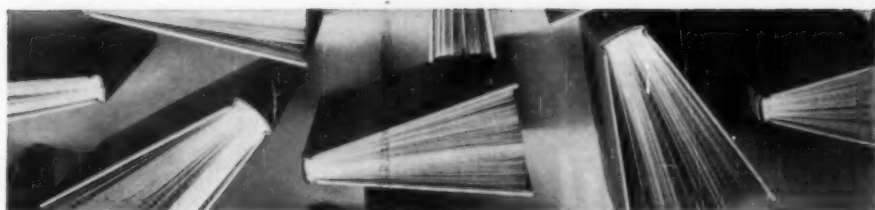


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May 1961

Volume 22

Number 3

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# Selection of Library Sites

By KEYES D. METCALF

IN PROVIDING A NEW LIBRARY building for a college or university it might be supposed that the logical order of procedure would be to decide that it is needed, then to decide what sort of building it ought to be, and finally to decide where it should be placed. Unfortunately, however, the situation is practically never as simple as this. The availability or non-availability of a satisfactory site is one of the factors that affect the decision on whether or not to build; this was the case at Harvard when replacement of the central library building was given up more than twenty years ago.<sup>1</sup>

One can hardly determine how much space is necessary for an adequate site unless one has studied the objectives of the library and projected its future growth. One can hardly judge whether or not a particular location will be reasonably convenient for those who use the library unless one can predict the extent and direction of future physical growth of the institution served by the library. If the institution is in its infancy and there is ample room, it may be wise to select the library site first and to plan the future building program for the whole college or university around it. More often, however, the problem is one of fitting a large building into an existing pattern that may have made no provision for it.

It should be emphasized also that one cannot design a satisfactory building and then look about for a parking space, if one is required, that is large enough and

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*Mr. Metcalf is Librarian Emeritus, Harvard College Library.*

---

sufficiently convenient. Instead, many features of a good building are determined by its site. In order to compare the advantages of two sites, one must compare the two somewhat different buildings that could be erected on them.

The problems that have been outlined in the preceding paragraphs indicate that the selection of a library site is so important for an institution as a whole that it should be preceded in many instances, if not most, by the preparation of a master plan for physical development of the campus. This master plan should consider among other things the following:

1. The objectives of the institution.
2. The estimated prospective size of the student body and faculty, including separate figures for graduate and undergraduate students and professional schools, if there are any.
3. The size of the physical plant that will be required in the next generation and, if possible, for a longer period.
4. The parking facilities required for faculty, staff, and students.
5. The general landscaping plan for the campus.
6. Policy decisions in regard to the type and architectural style of the buildings to be erected.

Without a master plan for development of the institution's physical plant, the difficulties of selecting a satisfactory site for a new library will be greatly increased. It should be noted that there are architects and landscape architects

<sup>1</sup> The only available site for a new central library at Harvard was more than a quarter of a mile off center. This was not the only reason for the decision that was reached; tremendous costs were involved, and a building large enough to provide for another generation would have had to be so large that professors and graduate students, to say nothing of undergraduates, would have found it difficult to use.

who make a specialty of preparing master plans for the development of colleges and universities.

There are five major factors that should be taken into account in evaluating a site. First, is its size adequate? Second, what is its relation to neighboring buildings and to the whole population distribution and traffic flow of the institution? Third, what orientation is possible for a library building erected on it? Fourth, are there advantages or disadvantages in the slope of the land? Finally, what complications will arise from the nature of the ground beneath the building?

It may be, of course, that only one site will be available that is large enough and in an acceptable location. Even so, the other factors should be examined to determine how they will affect the proposed building. How, in other words, can it be designed to make the most of favorable circumstances and to overcome the difficulties presented by this site?

#### SIZE OF THE BUILDING

A new building ought to provide for present collections, staff, and readers, plus anticipated growth for at least twenty-five years to come, and preferably for twice that period. There may be cases where for one reason or another

it is impossible to build a new library large enough to be adequate for even twenty-five years. California planning authorities, because of the tremendous demands for additional space in the tax-supported institutions of higher learning

in that state, have in certain instances ruled that new buildings constructed at this time should be large enough for five years only, after which a second stage of their construction should be proposed. In many rapidly growing state universities throughout the country the size of an addition to an old building or of the first stage of a new building is determined by the size of the appropriations that the university administration is able to obtain from the states' fiscal authorities, rather than by prospective needs during a specified number of

*Mr. Metcalf is engaged in preparing a book on the planning of college, university, and research library buildings. "Selection of Library Sites" is the preliminary version of a chapter from that volume which CRL is pleased to publish here as the first of a series of excerpts from it.*

*Mr. Metcalf writes: "The author hopes that readers will enable him to improve the final version of the manuscript for my book by letting me have their suggestions and comments and calling my attention to omissions and errors." It should be noted here that various aspects of library building problems must be touched upon repeatedly in the book and that items which are mentioned only tangentially in this chapter on sites (e. g., windows) will be discussed more fully in the appropriate portion of the completed text.*

*The research for his book and the writing of it is being done by Mr. Metcalf as the director of a special project sponsored by ACRL and the Association of Research Libraries and supported by a grant from the Council on Library Resources (CRL, XI (1960), 136).*

years ahead. In private institutions also the sums that can be made available, rather than the needs, are too often the determining factor. Two points concerning future needs for space should be emphasized here.

1. If a new library or an addition to an old one is inadequate for space requirements for the next twenty-five years, disadvantages will result, and their cost should not be overlooked.

2. Serious as the disadvantages in



question may be, an even more important consideration is selection of a site where a suitable and functional addition can be added at a later time. The site selected, wherever it is, should be large enough for additions that will extend the useful life of the building as long as it is adequate functionally.

Even when a minimum square footage has been determined for a building and its prospective additions, there is, alas, no formula that will translate this into the minimum dimensions for the site. A building does not look good if it fills a plot too full. Spacing of buildings is an aesthetic problem and is affected by what has been done already on a campus or is planned for the future. Proper landscaping can often help to make space go farther than has been expected, and its possible usefulness in this connection should not be neglected.

It may not be out of place here to remind librarians, administrative officers of educational institutions, and even, in a few cases, architects, that a college or a university that prides itself in providing its students with a good liberal education should appreciate the fact that a handsome, comfortable, and functional library building may have an important contribution to make in bringing about the desired results of the whole educational process. A library should not be a monument. It should not be wasteful of space. It should be economical in construction, always taking the long view and considering the cost of maintenance, as well as the original building costs; but it should provide also an atmosphere that encourages and helps to make possible good hard work on the part of students and faculty.

The size of the plot that is needed also depends on the height of the building, which involves functional as well as aesthetic considerations. The number of floors that will be satisfactory from the functional standpoint cannot be determined without taking account of the

total square footage, the type of library, its collections, and use.

A library requiring ten thousand square feet or less, and often considerably more, will usually be more satisfactory if it is all on one floor. In larger libraries, it is often desirable that the entrance level and the one above, plus the one below, particularly if it has windows, be large enough to house the central services<sup>2</sup> and provide seating for at least 75 per cent of the readers—particularly those who come and go at short intervals. If this is practicable, there will usually be no serious problems with public elevators. The most heavily used books ought to be shelved comparatively close to the entrance. Other things being equal, the majority of readers should not have to travel any longer distances than necessary, either horizontally or vertically, within the building.

Sometimes a site will prove to be large enough for a building and its additions only if expansion takes the form of additional floors. This is expensive and inconvenient, but, even so, may be preferable to any alternative. At the Louisiana State University, for example, the library has a central location in the heart of the campus and fills the available plot almost completely. This was realized and accepted when the building was planned; the architect provided for construction that will make it possible to add two more floors when they are needed.

The total height of a building above ground is determined by four factors: the percentage of the building that is below ground level, the number of stories above ground level, the height of these stories,

<sup>2</sup> The central services referred to here are generally considered to include the circulation and reference desks, with the offices and service areas that go with them, the bibliography and reference collections, with such reading space as they require, the public catalog and in many cases the current periodical collections, with an attached reading area, and also accommodations for the use and storage of microreproductions if it is desired to service them from one of the service desks mentioned above. To this should be added at least the work areas housing those members of the processing staff (particularly acquisition and catalog) who have frequent need for using the catalog and the reference and bibliography collections.

and the thickness of the floors between finished ceilings and finished floors above. If a large part of a building can go below the entrance level, as at the Princeton University library, which in some ways resembles an iceberg with the major fraction of its square footage in its three basement floors, the total height will be correspondingly reduced. It should be noted that the percentage of space required for stairs and elevators increases with each story that is added. Also, three stories with eight-foot ceiling heights require no more height than two stories with twelve-foot ceilings, except for the thickness of one additional floor. In buildings with as many as five stories above ground the thickness of floors is an important factor in its total height; if each one, for instance, is five feet thick instead of two, the five would take  $5 \times 5$ , or 25 feet, instead of  $5 \times 2$ , or 10 feet, making a difference of 15 feet, or enough space to provide two additional stack levels. Thick floors make it easy to plan ducts and services that can be run almost anywhere, but it is more economical of space and gross cubature to run services vertically in so far as possible, rather than horizontally.

#### CENTRAL OR ECCENTRIC?

The library has often been called the heart of the university; it is visited frequently by nearly everyone in the institution and, if a good library, will be used at least as much as any other building on the campus. Obviously, its location ought to be convenient. Does this mean near the dormitories, the classroom buildings, the laboratories, the student union, or the athletic field?

No one answer is correct for all institutions. If most students commute to the campus, it may be best to place the library near the transportation center, enabling the student to return books on his way to classes and borrow others as he is leaving. The location of lockers for com-

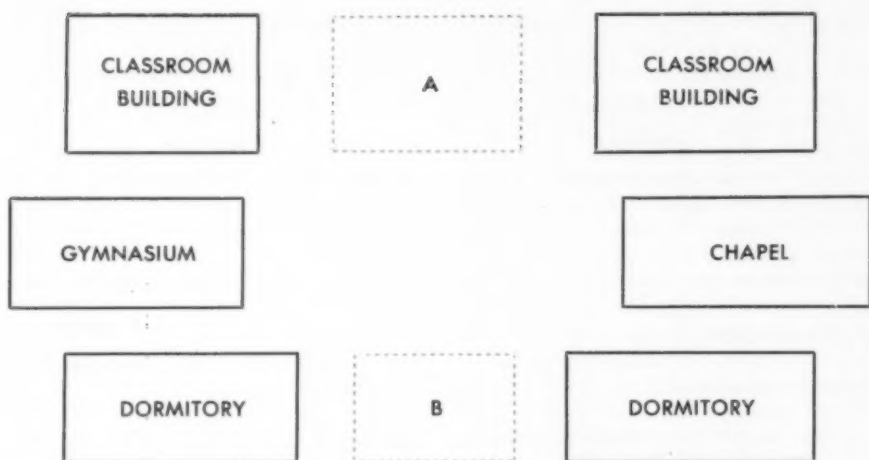
muting students may also be an important consideration.

A location near the classroom center is usually preferable to one near the dormitory center; to lengthen the walk to the library between classes by two minutes is more disadvantageous than to lengthen by five minutes the time required to reach the library in the evenings from dormitories.<sup>3</sup> If there are dormitories on opposite sides of the campus, as in many coeducational institutions, a location near classroom buildings may be approximately equidistant from the dormitories. If a choice must be made, it is preferable to place the library near classrooms for the humanities and social sciences, rather than near those for the sciences. If it is much easier, either in the daytime or evening, to reach the student center than the library, a temptation to defer study has been left in the student's path.

Convenience evidently implies a central location, but it is possible for a site to be too central. Some campuses still have a large unoccupied space in their central squares, and this might at first glance seem to be an ideal site for a new library. In fact, however, there are usually serious drawbacks.

First, because the space is so centrally located and conspicuous, the donor, and less frequently, the officers of the college and even the architect may be tempted to decide that it is the place for the single monumental building on the campus. To be sure, it is possible for a good library to be a monument, but it is less likely to be a good functional library if it is planned primarily as a monument. The successful combination is rare. Moreover, a monumental building usually costs much more than one that is simply functional. If funds available for library construction are limited, it may be impossible to pay for the space that is needed if

<sup>3</sup> Some librarians disagree with this argument, on the basis that evening study is on the whole more important and that the library should be as close to the dormitories as possible.



A—Suitable site for library, near classroom buildings.

B—Possible site for library, but one closer to classrooms is to be preferred.

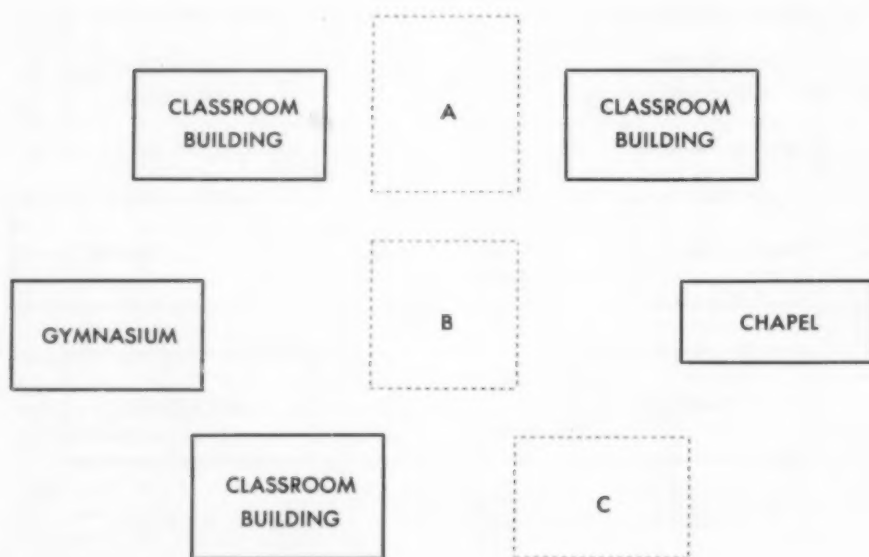
this space has to be housed in a building that is to be the showpiece of the campus.

Second, if a library is in the center of the campus, with students approaching it from all directions, there will inevitably be demands for public entrances on all sides. One objection is that each entrance, with the lobby attached to it and the corridors leading from it to the circulation desk and other central services, takes valuable space. If, for example, an extra entrance requires an outside lobby of only 100 square feet, plus a small inside lobby of 500 square feet, plus a corridor (otherwise unnecessary) 100 feet long and 10 feet wide, there is a total of 1,600 square feet that adds nothing to the building's seating or shelf capacity, which may also interfere, sometimes seriously, with its functional properties, and costs perhaps \$20,000. This is only 4 per cent of the total in a \$500,000 building, but it would provide space for shelving 25,000 volumes or, used as endowment, would bring in an income of \$1,000 per year for books or services.

The extra entrance will prove to be

still more expensive if the library decides, as more and more libraries have done, that the cheapest and most effective way to supervise the building is not to have an attendant in each reading area, but to check all readers at the exits as a means of discouraging unauthorized borrowing. If this is done in a building open eighty hours per week, a very modest number of hours today when student and faculty pressure is for a midnight or later closing time, each exit may increase the payroll by \$4,000 to \$6,000 annually. It will be hard to resist the demand for additional entrances and exits if the building is too centrally located; students and professors do not like to walk around a building and then have to return part of the way as soon as they enter.

The third, and, in many ways, the most serious objection of all to a location at the exact center of things is that it increases the difficulties of making an addition to the building that will be aesthetically and functionally satisfactory. Often, indeed, it makes an appropriate addition difficult if not impossible. A central building tends to be



If A, B, and C are proposed sites for the library, it may be observed that—

- A is too small a space, and an addition would be difficult, if not impossible.
- B would also be hard to expand, and would call for entrances on all sides; its central location would increase the temptation to erect a monumental structure.
- C appears to be the most desirable location for the library.

symmetrical, and an addition usually threatens to destroy this symmetry. If it is also monumental, the cost of an addition will be greatly increased. Perhaps it should be emphasized once more that most library buildings, if they continue to serve the purpose for which they were designed, have to be enlarged sooner or later, and ought to be planned with this in mind.

What is wanted, then, is a convenient location, but not one so central that it calls for an unreasonably expensive, monumental, and unfunctional structure. The accompanying drawings illustrate some of the points that have been made.

#### ORIENTATION

No single orientation is ideal for all seasons, climates, and other conditions;

but orientation is a factor to be considered, particularly in areas where extremes of heat or cold, hard winds, or intense sunlight may be expected. Near the tropics the sun shines in east and west more than in south windows. As one goes farther north, the southern sun becomes more and more of a problem; the situation is reversed, of course, south of the equator.

The extent to which sunlight penetrates into rooms at the hottest time of day is a matter of some importance in most areas. The problem is minimized if it is usually cloudy, and, in a country where central heating is not customary, the winter sun may be a useful source of heat. More commonly, however, when direct sunlight streams into a building it creates glare and overheating; if there is air conditioning, it adds to costs. An

architect should be able to provide drawings showing the penetration of sunlight into a room at any latitude during any month of the year for any proposed orientation of a building.

The amount of direct sunlight, as well as heat and cold, that enters a room depends also, of course, on the height of windows, the percentage of wall space that they occupy, and the depth of the room from windows to inner walls. Prevailing winds and extremes of heat and cold should also be taken into account; double windows and certain special kinds of glass may do much to counteract unfavorable conditions, but they are expensive and sometimes difficult to replace. Outside screens have been developed in recent years to reduce the problems resulting from excess sunlight.

In most parts of the United States the western sunlight is the most difficult to control. The eastern sunlight generally presents much less of a problem because it is rarely as hot and the sun is ordinarily higher above the horizon and so penetrates a room a shorter distance by the time the library is open or is heavily used. The southern sunlight becomes more of a problem as distance north from the equator increases. Sunlight rarely causes trouble in northern windows of this hemisphere, as it occurs only in early mornings and late afternoons when the sun is not at its brightest, and can usually be kept out during the summer months by relatively inexpensive landscaping.

The use of special glass and screens of one kind or another some distance beyond the outside walls has already been mentioned as a means of protection from glare and heat. In addition, there are awnings, louvers projecting horizontally from the building above windows, and metal, vertical venetian blinds outside the building. The screens may be of metal, hollow tile, or wood. They may be placed a few feet beyond the outside wall and can protect windows from di-

rect sunlight except, possibly, for a few minutes at the end of the day on a western exposure. Examples of such screens can be found in the undergraduate library of the University of South Carolina, the new University of South Florida in Tampa, and the New Orleans Public Library, to mention only a few. Inside the windows, venetian blinds (vertical or horizontal), curtains, or drapes will help, but these sometimes tend to interfere with the circulation of air in an unexpected fashion, and may add to the air conditioning load in summer and heating in winter. All cost something and often a good deal. An engineer should be asked to supply estimates for the specific locality.

It should not be forgotten that a reduction in the percentage of glass in the walls will reduce considerably the heat and cold that is transmitted to the inside. Some architects prefer all-glass buildings, which can be very effective aesthetically. Others prefer to have no windows at all, or very few, with a wall pattern to provide the architectural effects desired. Though small window areas produce savings on heating and air conditioning, they may necessitate lighting over a longer period, but the additional resulting cost is rarely great. A library open for fourteen hours a day in a climate with an average amount of sunlight will require artificial lighting for reading approximately half the time it is open, even if it has large windows, and, while many readers feel the need of windows or tend to have claustrophobia without them, it should be remembered that the light that comes from windows is not for reading but for readers.

It has been said that the western sunlight is the most objectionable throughout most of the United States. It follows that a rectangular building with long north and south sides and short east and west walls is to be preferred if practicable in other respects. If the long axis



runs directly east and west, objectionable effects of sunlight will be minimized. If a building faces to the southwest or southeast, it will usually suffer from both the southern and western sunlight even more than if it faces straight south. In addition, the eastern sunlight will be more troublesome, and, in late afternoons, it will come in on the northwest side. In other words, a building that is placed at a forty-five degree angle from north to south tends to have much greater difficulty from excess sunlight than one that has its main axis either straight north and south or east and west.

If the north side of a building is the best area for reading, it will be preferable, other things being equal, to have the main entrance on the south, leaving the entire north side free for reading space. Furthermore, if the stronger winds and storms usually come from the north and west, an entrance on the south or east is preferable and may require a smaller entrance lobby than would otherwise be needed.

It should be kept in mind that direct sunlight, with its ultra-violet rays, is harmful to book bindings and paper. Book ranges should not extend to a wall where the sunlight can come through windows between them; if ranges extend to any wall, they should do so only on the north. The ranges should be at right angles to walls that have windows; if they parallel such walls the full force of the sunlight will strike the volumes in the first range with full force.

It is obvious that the ideal for most of the United States—a library with its entrance on the south and its long axis running directly east and west—is impractical in many cases because of other considerations. A convenient location is more important than an ideal orientation; but orientation is a factor to be considered, and its effect on building costs should not be overlooked. If other factors dictate a particularly undesirable orientation, special attention should be

given to avoiding the complications that would arise from large areas of unprotected glass.

#### THE SLOPE OF THE LAND

If a campus is flat, as many are, one site is like another as far as slope is concerned. In other cases, however, the extent to which the ground slopes and the direction of the incline may be important considerations.

A flat site is not ideal; it has distinct disadvantages. If the main entrance is to be at ground level or only one step up, it will probably be difficult, if not impossible, to have windows in the basement. This may not be of too great importance, but it is true that, even with the best of air conditioning and lighting, some persons are inclined to think that reading and staff accommodations without any outside light are substandard. This is particularly likely to be true if the rooms also have low ceilings, as they often do in basements. A basement is not essential, and may be impractical because of ground and soil conditions; but a basement can provide a large amount of space comparatively inexpensively. Indeed, with central heating and air-conditioning plants for whole campuses, basement space is often not needed for machinery, and there may be as many square feet to be assigned to readers or books in the basement as on any other floor—more, usually, than on the main floor, where a large entrance lobby is almost always needed. If the basement has windows, this space may be highly attractive, and it has the great advantage of being only a short flight of steps from the entrance level. It may also make possible a separate entrance and, if so, can house facilities that are open at times when the rest of the building is closed.

It should be noted that a short flight of steps leading to the entrance on the main floor may make it possible to have a basement with windows all around,



but it should be remembered that a building without such steps, entered directly from the grade level, is likely to be more inviting. Areaway windows can sometimes provide nearly as much light as those above ground, but they entail problems of landscaping and drainage. If the first floor is approximately thirty inches above ground level on a flat site, a loading platform at the rear is automatically available; this is not essential, but it is a convenience, even now when most shipments reach a library in small parcels rather than in the tremendous packing cases that used to prevail. Shipments leave the library also, it should be remembered.

One further observation on flat sites may be made. If soil conditions permit, modern earth-moving machinery can change ground levels a few feet at small expense, and, with adequate landscaping, the results may be excellent. It may thus be possible to have a front entrance at ground level, but with a loading platform at the rear.

A considerable slope may be a distinct advantage or disadvantage, depending on its location. In a given site, there is usually one side where it is obvious that the main entrance ought to be—a point at which traffic to the library naturally converges. If there is a fairly steep downward slope from this entrance to the back of the building, it should be possible to have windows in the basement—possibly on as many as three sides and even part of the fourth. Indeed, if the slope is sharp enough, there may also be windows in a subbasement or, as it is sometimes called, the “minus-2” level. At Princeton, even the “minus-3” level has windows at the rear. A slope of this kind offers the further advantage of reducing the height of the building above the entrance level. One may enter a five-story building at the middle of its five levels; this may make it possible to dispense with a public elevator if there is a service elevator for the transfer of

books and for persons who cannot climb stairs.

In order to avail themselves of a basement or “minus-1” level, some libraries have an entrance set back from the top of a hill and reached by a bridge, as at the Carleton College library in Northfield, Minn. Construction of a short ramp up to the front entrance can serve the same purpose. At the Grinnell College library there is a ramp and then a bridge to the entrance; the result is that, though the campus is relatively flat, windows could be provided wherever wanted in the basement.

On the other hand, if there is a sharp upward slope toward the rear of a building, the back of the first floor may have to be sunk into the ground; windows may not be possible on one or more sides of the first floor and there will be none at all in the basement. This may be a disadvantage if natural lighting is desired, and may also involve difficult drainage problems.

If the ground falls off to one side of an entrance and rises on the other side, it may facilitate basement fenestration on one side but make it impossible to provide windows on the other side of the main floor. It will probably complicate the landscaping and make architectural planning of the building more difficult. It may also seriously complicate plans for a subsequent addition.

In general, then, a site is to be avoided if the ground slopes upward from the entrance or if it slopes from one side of the entrance to the other. A flat site is to be preferred to one that slopes objectionably; but it is better yet if the ground slopes from the entrance downward toward the back of the building. No one of these factors is of first importance. But, other things being equal, they may prove to be the deciding considerations on site selection.

#### SOIL AND GROUND CONDITIONS

A site for a library should never be

selected without some knowledge of ground conditions. When general information on this subject is not available, at least one or two and in many cases a larger number of preliminary borings should be made. This may seem expensive, but it will cost hundreds rather than thousands of dollars at most, and will be well worth the cost if it prevents great unanticipated expenses for excavation and foundations—misfortunes that have been much too common in library building. One university library had spent more than \$60,000 on its plans before it realized that foundations alone for its library would cost approximately \$500,000 extra because of ground conditions.

This is not an engineering treatise, and it should suffice to give a brief summary of the points that ought to be considered.

If the foundation runs into ledge or boulders over one-half cubic yard in size, there may be substantial additional costs for removing this material. The extra costs which would result from placing a building in this type of soil should be carefully estimated by a qualified professional estimator or a contractor familiar with this kind of work. On the other hand, it should be kept in mind that solid rock makes a fine foundation for a library; books are heavy, and stack areas in particular need a firm foundation. In excavating for the Lamont Library at Harvard shale was reached before the foundation was excavated to the proper depth, but practically all of it was friable enough to be handled by a power shovel, and, as it was removed, an excellent foundation of harder rock was exposed for the footings.

If loose, fine sand, soft clay, silt, or peaty materials are encountered, piles or caissons may have to be driven down great distances in order to provide an adequate foundation. Along the Charles River in Cambridge and in the Back Bay section of Boston (areas that once were

tidal swamps) it may be necessary to go two hundred feet or more below the surface to reach a solid bottom, and the cost of driving piles or sinking caissons to this depth is great. Under certain conditions it is possible to pour a concrete mat on which the building will "float." The library of the Massachusetts Institute of Technology is floated in this way, but adoption of this method dictated the construction of the building around a large court in order to spread the weight, and this resulted in a disadvantageous circulation pattern. The Yale University library is built over quicksand on which a concrete slab was poured, but conditions were such that it was possible to build a tower stack, despite the great weight of such a structure.

In many sections of the country there are numerous springs, sub-surface ground water flow, or other water conditions to complicate the construction of foundations. It is possible to excavate for a foundation, keep the water pumped out, and waterproof the building either outside or in; but this is expensive and, unless the construction is of highest quality, difficulties will arise sooner or later. During flash floods, the water table around the Widener Library at Harvard occasionally rises above the sub-basement floor; on two occasions during nearly fifty years water has come up through the concrete slab in small sections of the floor.

Another problem sometimes occurs on hillsides, which have been particularly recommended, if they slope the right way, as building sites. In certain ground formations, however, the whole side of the hill may begin to slide in wet weather, as has happened occasionally in canyons of the Los Angeles region.

The Louisiana State University library at Baton Rouge is built on Mississippi River delta land that can carry only a limited weight per square foot of surface. It was necessary to reduce the pressure on

*(continued on page 222)*

# Shelf List As Union Catalog

By DONALD CONEY AND GEORGE PITERNICK

IN ATTEMPTING TO ARRIVE at a reasonable plan of development the libraries of the seven University of California campuses have been exploring for some time means of providing the best possible intercampus access to their library collections. Since it appears certain that the student populations of the campuses will expand very rapidly, with corresponding increases of teachers, faculty interest in improved means of intercampus access is high.

One of the access devices frequently mentioned in faculty discussions is the well known union card catalog. This bibliographical device appears to have entrenched itself in the layman's concept of vital library apparatus. The union catalog, however, received its greatest development during the Depression as a by-product of massive white collar relief projects. Of the many union card catalogs launched during the thirties with W.P.A. and other governmental aid, only a relatively few are alive today, and most of these are sadly in arrears. It is doubtful that any conceivable increase in the intercampus use of library materials would justify the cost of a catalog of this type at each campus. There is another means, however, by which the intercampus availability of books can be advertised, at far lower cost. This is the printed catalog.

To obtain union catalog coverage it is not essential that the holdings listings of the member libraries be interfiled into a single catalog, desirable though that may be. Basically, a group of separate printed catalogs, each containing the holdings of one of the campus libraries, constitutes a union catalog. Need all the campuses be represented by their catalogs? Fully 85 per cent of the books held by University

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of California libraries are located either in Berkeley or Los Angeles, and it appears likely that catalogs of these two collections, available on all campuses, would take care of the great majority of all intercampus interlibrary transactions. (In 1959/60, 87 per cent of all intercampus interlibrary loans within the University of California were made from the Berkeley and Los Angeles campuses.)

The arrangement of such printed catalogs offers a variety of possibilities:

*Author (main entry).* Although this arrangement is the most usual and obvious, it offers perhaps the least additional benefit to what facilities already exist in the way of intercampus lending aids. It is not difficult at present, through the services of the National Union Catalog and the communication facilities now existing (which include Teletype), to locate a book in one of the University of California libraries if a specific title is wanted. A printed author catalog would perhaps facilitate the process somewhat, but it would be of no practical aid in cases where information on a given subject area were the desideratum. It is felt that this need for subject aid is the major one facing faculty and research personnel on the smaller campuses.

*Subject.* Arrangement by subject in a printed catalog has many obvious advantages. Its disadvantages lie in its relatively greater bulk, and in the alphabetical arrangement of fairly specific subject headings which has the effect of obscuring hierarchical subject relationships.

*Shelf list.* A shelf list catalog of a li-

brary's holdings has one characteristic which would make it extremely useful in meeting the needs envisaged. A printed shelf list catalog is the closest possible equivalent to visiting the library represented and examining the books on its shelves. It is felt that this approach is the one most desired by the research personnel on the several campuses.

The idea of using a series of separately printed shelf lists in book form appears to be sufficiently unusual to provoke initial rejection. To the observation that classified arrangement makes such a list difficult to use can be opposed the fact that a public shelf list has been used successfully for many decades by students and faculty at the Berkeley campus of the University of California as a valued supplement to the author-title and subject catalogs. The users of this shelf list, employing the Library of Congress classification schedules as a key, apparently become accustomed to going to a particular location in the shelf list in much the same way as they learn to go to a particular location in the stacks for materials in their fields of interest. There are two interesting advan-

tages to the use of the shelf list for this purpose which merit careful consideration. One, mentioned earlier, is that the shelf list is the least bulky of the several card records which can be duplicated in book form and, hence, the least expensive to manufacture. The other is that publication of a shelf list could proceed serially, each part being useful as published to a much higher degree than a segment of an alphabetically arranged list. This same advantage would permit the omission of some sections of the shelf list whose use might be judged to be insufficient to justify publication. To the objection that the shelf list may offer a less complete subject presentation of the library's holdings than the subject catalog, answer can be made that in relation to cost it may be quite enough, and that the subject catalog itself falls short of utter perfection.

This approach to a substitute for a conventional union catalog will receive further study at the University of California. The authors of this article would be interested in having comments on the ideas put forward.

## Reason Named Rangoon Library Adviser

Joseph H. Reason, director of libraries at Howard University, Washington, D. C., has been appointed library adviser to the library of the Social Sciences Faculty of the University of Rangoon, Rangoon, Burma. He will be on leave from Howard for two years. Norman D. Stevens will serve as acting director of libraries there during Mr. Reason's absence.

Mr. Reason left for Burma at the end of April. His wife will join him there later in the summer. In his position as library adviser at the University of Rangoon he succeeds Paul Bixler, head librarian of Antioch College, Yellow Springs, Ohio. The library of the Social Sciences Faculty of the University of Rangoon is a project supported by funds made available by the Ford Foundation and administered by ALA through a committee of ACRL. Robert B. Downs, dean of library administration at the University of Illinois, is chairman of this committee.

# Machines That Teach Better Than Books?

By JAY W. STEIN

OTHER THAN THE PERSON of the teacher, most readers would probably consider the book itself as the best guide to learning. It is unlikely that they have given thought to machines that teach.

At a time of serious concern for the teacher shortage in schools and colleges, some civic leaders and educational administrators are ready to turn in any direction that offers a panacea. Federal and foundation moneys are readily available for experimentation with "automated teaching." There is a danger, however, of widespread adoption before adequate experimentation. Unless some of the claims are carefully examined and the book's role upheld, numberless students will soon be punching the buttons of a "spoon-fed" machine instead of turning the pages of books in selected variety. Machine teaching is prelude to a bookless generation.

At meetings of professional associations, educators are hearing and discussing assertions that machines not only can teach, but that they can do it better than "live" teachers, "who are over-burdened and subject to human foibles of inefficiency and bias." A panel speaker at the spring 1960 meeting of the Association for Higher Education of the National Education Association continued: "They are certainly better teachers than books, which do not teach at all."

The incredible totality of functions claimed for the machines is summarized in the following paragraph: "The teaching machine may present specific information to the student; examine the student on each piece of information as it is presented; correct the student's errors; provide additional explanation on points where the student has erred; verify the correctness of an answer when it is cor-

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rect; proceed automatically to the next point when the student has mastered the preceding point, keep detailed records of the progress of each student; and, perform all the stated functions as a controlled monitor with infinite patience and completely without bias."<sup>1</sup>

The machine that purports to perform this superhuman combination of teaching functions comes in several varieties. More than a half dozen firms from coast to coast have begun manufacture, under such trade names as the Programs Scanner of the Dyna-Slide Co. (Chicago) and the Visitor of Hamilton Research Associates, Inc. (New Hartford, New York). Other firms include Foringer & Company (Rockville, Maryland), Rheem Califone Corporation (Hollywood, California), and U. S. Industries, Inc. Western Design Division (Santa Barbara, California). Their advertising is slick and colorful; the language is unequivocal. They have strong backing from certain psychologists and school of education defenders of favorite versions of learning theories.

A typical machine is the approximate size of a portable typewriter and bears some similarity in appearance to a combination calculator and vendor. A campus newspaper likens it to a slot machine. The student presses a button or turns a crank or dial for the question to appear on a small screen or in a "scanning window." He writes his answer on a paper record or sheet. He retracts a lever, presses a button again, or turns the dial farther for the machine answer to appear, so that he may grade himself. If his

<sup>1</sup> *Automated Teaching Bulletin*, I(1959), 25.



answer is correct, he presses another button to proceed to the next question. If he is wrong he presses the key to score a wrong response. He then begins the next item. Books of no kind enter the scene or come into the picture during the "automated learning experience."

The teachers' presentation through the machine of questions and answers, problems to be solved, or exercises to be performed is called "programming." The full set of questions covering the material to be studied, together with any supplementary panels of pictures, graphs or diagrams is called the program. Students at their machines form a new classroom pattern, states a message from one firm, but the concept remains that of "the time-honored tutor-pupil relationship, combining the Cartesian idea of breaking down a problem to its smallest parts, and the Socratic method of teaching through enlightened questioning."

Widely acclaimed methods of programming information are associated with two teaching machines pioneers, Dr. B. F. Skinner of Harvard and Dr. Sidney Pressey of Ohio State University. The Skinner method requires the student to recall the correct answer suggested by the text material, construct the answer, and write it down before being presented the correct response. The Pressey principle requires a student to recognize the correct answer to a statement by choosing from several multiple-choice alternatives. The program material may merely inform the student whether he is right or wrong in his selection, or it may include with the choice selected an explanation for being right or wrong. A "vanishing" principle, especially useful for memorization, involves presentation of a complete item, such as a poem, and the subsequent removal of increasing portions of it until the student is able to reproduce the entire item without a prompt.

The secrets of success for the teaching machines dwell upon certain accumulating evidence from psychological research.

Learning is more effective when the student receives immediate knowledge of the results. Students learn what they want to learn and have difficulty in learning material which does not interest them. They must be motivated. "Automatic feedback" of the correct responses immediately informs the student of his progress, gives him a basis for revising his errors, and provides a "built-in motivation" to learn more.

Promotion of the teaching machine ranges between extremes of criticizing and endorsing other modern "mechanization" as suits the needs for professional and commercial adoption. The recipient of the advertising risks falling into confusion and then, from its sheer weight, succumbing to the adoption of machines on his campus. It is important that he listen carefully to the claims. In objection to the often raised criticism that machines are lacking in human understanding, the representative of one firm asserted that school buses, washroom facilities, and thermostatic heating systems are mechanical but no one objects to them on antihuman grounds. Similarly, the mechanical structure of aids for strengthening the eye movements for faster reading, of movie projectors, radios, television, and phonographs, of the printing press are noted as hardly contributing to an inhuman society. The teaching machine, states one sales pitch, is really "another mechanical or automated aid, along with many others, although the best."

On the other hand, according to A. A. Lumsdaine of the American Institute for Research, Pittsburgh, writing in *Audio-Visual Communication Review*,<sup>2</sup> teaching machines differ from films, television, and other audio-visual media in three ways: (1) the student responds continuously and actively, with practice and testing of each step to be learned; (2) the machine informs the student promptly after

<sup>2</sup> A. A. Lumsdaine, "Teaching Machines and Self-instructional Materials," *Audio-Visual Communication Review*, VII (1959), 163-181.



each response whether it is correct, allowing him to correct his errors; and (3) the student proceeds on an individual basis at his own rate.

Research aiming at further verification and confirmation of claims made for automated teaching is underway at a number of institutions, including Earlham and Hamilton colleges and Harvard, Indiana, Illinois, and Arizona State universities, and under various commercial and military auspices. According to a report of the Fund for the Advancement of Education Committee on the Utilization of College Teaching Resources, the experiments suggest that effective learning can take place without the presence of the teacher who has initially planned for and helped guide the student's learning experience. There is little doubt that the machines can be used for teaching.

The very important question which mechanizers have been hesitant to face remains: Can and do the machines teach and communicate better than books? Unlike the book, properly used, does the machine unduly fragmentize the student's learning, make him dependent on mechanized programming, and discourage independent thinking and questioning? Does it eliminate appreciation for the humanizing warmth of linking author and reader in a good book. Except for machine gadgetry and fanfare, one skeptic asked, is the student really receiving anything that he should not rather be receiving from a well-written book embodying, where pedagogically necessary, Cartesian and Socratic principles of learning? Research has not yet answered these questions. Book-minded people, however, can think of answers which offer satisfaction to anyone who learns and likes to read.

Teaching machines can never substitute for the teaching book because of their dependence on the book. The machines depend on printed (book) instructions for their invention, assemblage, maintenance, and improvement. They de-

pend on teachers who read books in great numbers in order to get the necessary background for curriculum building, course presentation, test-making, and "program construction." They depend on the ability of the learner to read and understand the questions presented which, unless the result is to be sheer rote and verbalism, must relate to wide reading of books and other printed matter.

More important are the positions of the reviewer, historian, and librarian who can show that books have been effective "teachers" for generations and the insistence of the book reader and scholar that the book can do whatever is claimed for the machine and may do it better. The book can inform, stimulate, present questions and answers, explain the errors and verify the correct response, proceed gradually in step-by-step fashion, embody Cartesian and Socratic principles of learning, and do so "with infinite patience" and as "completely without bias" as any machine.

Books, it is said, fail to teach because they are "passive and unprogrammable and dead." They do not communicate in a machine-lively way. Thus, students do not give them the respect necessary to assist learning. Such statements as these are highly unfair and presumptuous from the lips of a machine promoter. For, apart from flashes of light, clicks of sound and movement of rollers, tapes, and sheets, the machine is certainly quite "passive." These, no less than the "automatic" corrective measures in the programming, still depend upon an unpassive human being who pulls the levers and turns the dials for the activity.

Any discerning reader, writer, scholar, or teacher who has captured a motivation and purpose for reading also knows the spirit of its being active and alive. Books have, in fact, "moved mountains," transformed personalities, and "changed the world." Teaching machine promoters may not concede these achievements to books, but they do admit that books can

be programmed and that "teaching machines" broadly defined include books written programmatically, "scrambled" books, punch boards, and various printed paper devices. John A. Barlow, coordinator, Self-instruction Project, Earlham College, stated that "Even a specially designed envelope in some cases fulfills the function."

Without motivation and purpose, any psychologist will admit, no machine use can result in effective learning any more than can book reading. Moreover, these come best from example. In listening to some "book-loving" objections to machine use, a psychology professor from an eastern university affirmed vigorously how much he, too, would like more students to read more books, how vital book reading was. But when asked whether he read books, he implied in a stammering negative that he read only books about teaching machines. While these so far hardly number a half dozen, the quantity in preparation is probably large. But he is hardly an example to motivate pupils to read in any "general" or "liberal" areas. Perhaps if he did read widely he, too, would know that books can teach.

Talk of machine substitution for books is all the more foolish when one asks the question, "What function does learning serve?" As much as any, it serves to help people read books, reports, newspapers, and magazines, and to read their contents with understanding. From proper under-

standing, it assists clarity of expression in speaking and writing. The machine programmer may help certain students to improve in these communication skills, but it appears to be an indirect and diverting means to the end of literacy.

That the book is still not doing for knowledge and education as well and as much as it should is doubtless true. But this is no reason to say, "therefore the campus must mechanize and use its money for machines." It provides no basis for comments that in five or ten years our open shelves of library books on all topics, and the rooms for browsing and reserved reading will give way to "classrooms and laboratories" containing rows of booths or compartments, each tabling a machine before which the student sits in his very own private learning situation. It is no reason to say that a publisher's listings or bookseller's wares lack "teaching" values.

It is rather a reason for improving the book still further and teaching more students how to read intelligently. It is necessary to stress that while books may wear out after centuries, depending upon their use and care and the quality of their paper and binding, they never "break down," as the best of machines admittedly do. To paraphrase slightly the well known statement of Carlyle, "A true university library remains a collection of books and shows little possibility of becoming a collection of machines."

## New ACRL Committee

Edmon Low, President of ACRL, announces the appointment of a special Advisory Committee to the President on Federal Legislation with the following membership: Lewis C. Branscomb, director of libraries, Ohio State University, Columbus; Robert B. Downs, dean of library administration, University of Illinois, Urbana; Frederick G. Kilgour, librarian, Yale Medical Library, New Haven, Conn.; Richard H. Logsdon, director of libraries, Columbia University, New York; Stephen A. McCarthy, director of libraries, Cornell University, Ithaca, N. Y. President-elect Ralph E. Ellsworth will serve as an ex-officio member of the committee.

# A Recent Look At University Libraries in Italy

By ROBERT VOSPER

HAPPILY IN RECENT YEARS a thin line of contact between American and Italian libraries has been re-established. In the 1920's when William Warner Bishop and others had a generous hand in modernizing the catalogs of the Vatican Library, under Carnegie Corporation auspices, there was apparently a fair amount of communication, but pressing international events intervened. The story of the destruction of Italian libraries during the war and their subsequent reconstruction is a tragic one, and any review of the current Italian library scene must recall the pressing cost, in funds and in human effort, and the recency of that experience.<sup>1</sup>

Intensive American aid was, however, slow to appear on the scene; we were apparently far more prompt and generous in Japan and Germany. Once the major task of physical restoration was under way, Italian librarians felt an increasing interest in bringing their practice of librarianship into line with modern developments elsewhere; at this point, through United States Information Service and Fulbright auspices, we began to offer assistance. In 1951/52, for example, Anne V. Marinelli was in Italy on a Fulbright research grant and, among other services, arranged fruitful seminars in Florence, Rome, and Naples. During the succeeding few years several Italian librarians were enabled to visit the United States. More recently Vernon

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Tate spent three months of the early spring of 1956 meeting with librarians at several points in Italy and helping select a group of eleven librarians who then spent four months of the summer and fall of 1956 in the United States pursuing a well-organized program of seminars and visits to libraries. Stanley West, who had met with this group in the United States, then went to Italy in the spring of 1957 as a Fulbright grantee and participated in a series of regional seminars arranged through USIS, as a follow-up on the 1956 American tour.

My special charge, as a Fulbright lecturer during the three months March through May 1960, was to seek some contact with the Italian university libraries. Of the group that came to the United States in 1956 only one was at the time a university librarian. There was, on the one hand, some thought that the recent experiences of American university libraries would be of interest to the Italians, and, on the other hand, it was quite clear that most of us in the United States have been quite ignorant of the present status of Italian university libraries. We know something of important developments in the several national libraries of Italy, especially the national central libraries of Florence and Rome. For example, in 1957 Florence began to publish in monthly fascicles the *Bibliografia Nazionale Italiana*, very much on the pattern of the *British National Biblio-*

<sup>1</sup> Reported in detail in *La Ricostruzione delle Biblioteche Italiane dopo la Guerra 1940-45*, (Rome: Direzione General delle Accademie e Biblioteche, 1947-53, 2 vols.). See also: *Dieci Anni di Vita delle Biblioteche Italiane*, issued by the same body and covering the years 1945-1955. Volume I (1957) treats of "Le Biblioteche di Stato"; a second volume on non-state libraries is yet to appear.

graphy, and concurrently to issue printed cards. I am confident that many of us receive this efficient new national bibliography. Soon we will hear a good deal, I hope, about the plans for a new building for the National Central Library in Rome, to replace the old building that was condemned and closed to public use a year or more ago. I had the special pleasure in Rome of seeing the detailed plans, selected in March 1960 after a national competition, and it is clear that this, the first major national library building to be built in modern times, will be a handsome, generously proportioned, receptive, and effective structure.<sup>2</sup>

But for me at least, as well as for most of the people I talked with in the United States, the university libraries of modern Italy have been an unknown quantity. Thus during my stay I read as much as I could lay hands on, talked with specialists at the Ministry of Public Instruction in Rome, and visited as many libraries as I could reach. Along the way, of course, I talked as best I could with students and professors, both Italian and American, about their experiences with Italian libraries.

During National Library Week I was able to participate in programs in Trieste and Padua, including special seminar sessions at the two university libraries. Subsequently during my stay three major regional conferences on university libraries were arranged in Milan, Naples, and Rome by the Ministry of Public Instruction (the Division for Higher Education and the Division for Academies and Libraries), by USIS-Italy, and by the Italian Library Association (AIB). At the Naples session, for example, librarians and professors came in from all of southern Italy and Sicily for a two-day session that involved visits to selected local libraries; my introductory talk on certain historical trends in American and British

university libraries; a viewing of "Bibliodynamics,"<sup>3</sup> the rather good film on the MIT library; an illuminating series of speeches by Italian university professors and librarians; and a concluding discussion session presided over by Dr. Guerriera Guerrieri, the very able directress of the Neapolitan National Library. The lively Milan sessions were conducted by the wise and courtly President-General of AIB, Dr. Aristide Calderini, emeritus professor of papyrology in Milan's Catholic University. The meetings in Rome were attended by ministerial officials and by an official representative of the Italian equivalent of the AAUP. In addition to visiting university libraries in the cities already mentioned, I was able also to have detailed tours of the universities of Modena, Bologna, Pavia, and Florence.

Everywhere it was clear that I had the special advantage of being on the scene at a significant time. The universities of Italy, like our own, are facing rising numbers of students and some demands for changes in traditional patterns. The pre-war attendance figure for universities is quoted as 16.6 per 10,000 population; the current equivalent figure is 31.3. Particularly pressing is the relative increase in the number of students actually "in residence." At the same time, understandably, there is much strong criticism, by librarians and professors, of some deep-seated library problems in the universities, and this occurs in a general atmosphere of optimistic library development in Italy.

The Italian universities themselves have been described usefully in two fairly recent articles and one particularly illuminating pamphlet.<sup>4</sup> Briefly, there are twenty-four state (that is, national) uni-

<sup>2</sup> There is an urgent need for more recent, sophisticated films and slides on American libraries, especially college and university libraries, for display abroad.

<sup>3</sup> H. K. Newburn, "The Organization and Administration of Universities in France, Italy, and Great Britain," *Educational Record*, XXXIV (1953), 245-274; R. C. Simonini, Jr., "The Universities of Italy," *AAUP Bulletin*, XL (1955), 563-592; Frederic C. Mosher, *The Administrative Science Program at Bologna* (Berkeley: Bureau of Public Administration, 1959).

<sup>4</sup> A resumé of the several competing plans appeared in *L'Architettura* V (1960), nos. 10 and 11, whole nos. 52 and 53.

versities responsible to the Ministry of Public Instruction for slightly over 50 per cent of their funds as well as for considerable legalistic administrative control; three 'free' universities that receive no financial support from the Ministry but must be officially recognized by it; and several specialized institutions of higher education. I was concerned particularly with the state universities. They range in size from Macerata with but one faculty (in the European sense of the term) and less than five hundred students, to Rome with about thirty-five thousand fully enrolled students in an extremely complex and scattered institution. In age they range from a galaxy of the world's earliest universities (Bologna, Padua, Modena, Parma, etc.) to Bari founded in 1924 and Trieste in 1938.

It is important to note, in considering their libraries, that administratively, at the local level, the Italian universities are centrifugal. To be sure, on a national basis through the Ministry, they have, as do the French, a far higher degree of uniformity and centralization than do American or British universities, but the individual Italian university has virtually no center. Physically the buildings tend to be scattered throughout the city, with no campus in the American sense. Rectors and deans generally rotate in office every three years and permanent administrative officers are at a minimum. These are common aspects of European universities. In Italy though there is the further fact that the individual institutes and faculties (e.g. the faculty of letters and philosophy, the faculty of mathematics and physical sciences) have great autonomous powers within the "loosely-knit" universities. Moreover, as one critic has observed, "There is no homogeneity within the individual faculties; faculty strength lies wholly in the individual professors, who often have little or no personal contact with their colleagues." Additionally, the professors, who are not numerous, often have little contact with

their students beyond formal lectures, which are regularly mimeographed and distributed. One continually hears complaints from students, especially those who have studied abroad, about the disability this situation poses for them. Not infrequently the professor does not even live in the city where he teaches; for example I met a Messina University professor who lives in Naples. To top this all, professors move frequently from one university to another, so that there is, in the final analysis, little sense of loyalty to a particular institution. This is not to overlook the problems the professors face. Their numbers are small, although in recent years there have been increases in the statutory number of docents and assistants, and the learned professor is tempted by many outside opportunities to amplify his income, and thus to slight his students and colleagues. Behind all this however is the medieval concept of the professor and the university which persists to a remarkable degree.

These factors, then, and others, build up to an uncommon degree of local decentralization, which perhaps explains why the concept of "the university library" as we know it hardly exists in Italy. In this regard it must also be recalled that the Italian student specializes rigidly throughout his career in a particular subject, often a very narrow one.

Within the Ministry of Public Instruction, the universities come under the Directorate-General of Higher Education. A coordinate office, the Directorate-General of Academies and Libraries, has supervision over thirty-three of Italy's greatest research libraries, called state public libraries.<sup>5</sup> This group includes the several national libraries; such eminent and ancient installations as the Marciana in Venice, the Medicea-Laurenziana in Florence, and the Casanatense in Rome; a few major specialized libraries, such as the state medical library in Rome (in-

<sup>5</sup> Anne V. Marinelli, "The State Public Libraries of Italy," *Library Quarterly*, XXVI (1955), 163-170.



volved also is the pioneering Istituto di Patologia del Libro in Rome); and twelve state, or public, university libraries (Bologna, Cagliari, Catania, Genoa, Messina, Modena, Naples, Padua, Pavia, Pisa, Rome, and Sassari).

These twelve state, or public, university libraries are situated in university communities, often in university buildings, and in fact their major, but not their sole, function is service to a university clientele. They have, however, no direct administrative connection with the universities, depending as they do from a different section of the ministry, and, except in an isolated case or two, they receive no regularly budgeted funds from the universities. As one shrewd Italian university librarian has pointed out, each of these libraries is carefully called a "university library" (*biblioteca universitaria*) rather than "the library of the university" (*biblioteca dell'università*).<sup>6</sup> With very few exceptions, these twelve are the largest and best organized, and almost the only central, or general, university libraries in the country. Chronologically they are nothing so old as the related universities; most of them are mid-to-late eighteenth-century developments, and Padua claims that its central library, founded in 1629, is the oldest Italian university library. It should be noted that a few, notably in Sicily, appear to have earlier, rather confused, monastic antecedents. Rome and Naples, each claiming about 750,000 volumes, are the two giants. Bologna has 500,000; Cagliari and Padua about 400,000 each; Pavia and Pisa about 350,000; Genoa, 300,000; and each of the other four, 200,000 or less.

There are other libraries in the university communities, in fact a great many, but I will deal with them later, concentrating now on the twelve state university libraries. Because of their common administrative tie with the Directorate-

General of Academies and Libraries, a most enlightened and forward-looking office in modern times, these libraries have not been isolated from the main stream of library development in Italy and elsewhere. They have been able to participate in a common effort, which they have shared with Italy's other national research libraries, that is the state public libraries. The lively Italian Library Association has provided another avenue for cooperative or coordinated activity. This is in marked contrast, it might be noted here, to the situation in almost all of the other libraries within the universities, where a cloistered tradition presses heavily. The twelve operate under uniform statutes which, among other things, assure that they serve generously a broader clientele than any of the libraries administered solely by the universities. This public service function may, in fact, explain the legislation which originally brought these libraries, together with others, under national rather than local control. The senior staffing is handled centrally through the Directorate-General; the result is uniform salary scales and an open, competitive procedure for filling positions. Moreover, this permits the librarians to move not only from one university to another, but readily among the whole group of the country's thirty-three top research libraries, with fair assurance of rich and varied experience. On the other hand, one hears that this administrative pattern prevents the twelve libraries from being sensitive to the needs of the universities. This is an obvious criticism, but a hard-headed look at those libraries which universities do operate directly can produce only skepticism, except in a few isolated cases, that the universities could do anything like so well. What is true, as will become clear, is that the sharp separation of the twelve from the innumerable, generally specialized, libraries operated by the universities, together with the sullenly isolationist spirit prevailing among the latter

<sup>6</sup> Silvano Gerevini, *Una delle Più Gloriose Istituzioni Pavesi, la Biblioteca Universitaria* (Pavia, 1959).



group, is seriously hampering the full-scale development of Italy's research library program. This, specifically, is the central problem I was to investigate and which, happily, we were able finally to discuss publicly and pointedly in the three regional conferences.

Immediately after the war most Italian libraries faced the difficult task of reconstructing buildings as well as reconstructing collections, many of which were bombed and all of which became dormant. Now that the most critical of that work has been finished, the twelve university libraries have been able to put energy into new projects. Most striking is the work on cataloging. All of the twelve have been saddled with cumbersome, often imperfect, complicated, and varied cataloging patterns. Fixed location systems often survived well into an age when the growth of collections made them grossly anachronistic, and manuscript cards endured beyond the time when an elegant script could be expected of every clerk, even into the age of Olivetti. Since 1956, however, a standard author entry code for cataloging has been available,<sup>7</sup> and there is now much interest in developing efficient subject catalogs. More recently the issuance of printed cards, for Italian books only it should be noted, by the National Central Library in Florence has had a heartening effect on libraries throughout the country, despite some complications that might well be expected in so young a system. These printed cards, as well as typed cards of the international standard size, have been widely adopted. Some libraries have been encouraged thereby to begin systematically recataloging older collections and dealing with uncataloged arrears. Involved in this is the gradual development of a central national union catalog. Where appropriate, attention is being given to classification.

<sup>7</sup> *Regole per la Compilazione del Catalogo Alfabetico per Autori nelle Biblioteche Italiane*, (Rome: Direzione Generale delle Accademie e Biblioteche, 1956).

The newly developed public reference collection at Modena has been classed in Dewey, and Padua is shifting from Brunet to Dewey. Many stack collections are shelved in order of accession, but this economical procedure is only logical because they are generally open only to library staff.

Everywhere libraries have finally come into the age of Olivetti, Fiat, and Necchi. Electric typewriters are a common sight, microfilm readers are on hand, and libraries are experimenting with a variety of interesting procedures for the mechanical duplication of cards, particularly for non-Italian books. It should be made clear that these optimistic developments are not limited to the twelve state university libraries; most of the thirty-three state public libraries are involved, as well as a few other far-sighted institutions. It should also be recalled that the Italian libraries have a long tradition of producing scholarly printed catalogs of special collections, especially for early printed books and manuscripts. In this regard they have done a better job than most American libraries, and this important work continues alongside more modern developments.

In acquisitions work rigorous attention has been given to periodicals and to reference works and bibliographies. The problem of filling wartime gaps in journal files is an enduring one, and to this has been added the universal problem posed by the rapidly increasing number of scholarly journals. Increased intake of current periodicals is the most striking change in the post-war acquisitions pattern of the Italian university libraries. Between 1950 and 1958 reports, the list at Rome increased by one-third and Genoa's doubled. Among the thirty-three state public libraries the number of currently received periodicals titles rose from 20,000 in 1945 to 32,000 in 1948 and to 55,000 in 1957. This has posed serious problems for the university libraries because funds continue to be severely

limited. Rome and Bologna, each receiving about 4,500 periodical titles currently, far outclass the others. According to latest information (1956 figures) Cagliari receives about 1,300, Padua and Pavia each 800, Genoa 700, and Naples 350.

Total annual book accessions figures are equally spare. Current figures are difficult to secure, but the average annual intake of volumes (regular volumes plus pamphlets) during the decade 1945-55 would appear to be as follows: Rome 9,200; Cagliari 3,700; Genoa 3,500; Bologna 3,200; Padua 3,100; Pisa 2,100; and the others even less. I was told that the present annual average at Rome is about 10,000 volumes and at Pavia about 2,000, figures that are in line with the 1945-55 statistics.<sup>8</sup>

Several, if not all, of the twelve state university libraries receive by statutory deposit those books and journals published in their local province. Furthermore many of them are increasingly able to acquire materials through publications exchange. Thus it is obvious that acquisitions funds, which come directly from the ministry, are very meager indeed. At Rome there are in addition some regularly budgeted funds from two of the university faculties (letters and philosophy, and law) because by a wise and uncommon formal agreement the state university library, known as the "Alessandrina," became the official library for the two faculties and the repository for their accumulated books; this arrangement was made in 1935 when the university moved to University City where the Alessandrina is housed in the same central building with the two faculties. At Modena the state university library is wisely

administered and housed in conjunction with the great Estense Library, wealthy in early printed books and manuscripts (as well as the extensive manuscripts of its great early eighteenth-century librarian, Lodovico Muratori), but the director has less than \$3,000 in annual acquisitions funds from his two libraries. Occasionally, if the working relationships are adequate, as at Pavia, the university has assisted with special non-recurring grants to acquire essential library materials, but some university libraries have apparently never experienced such generosity. Ministerial budgets have indeed increased in recent years, but only slightly and apparently not enough to offset rising costs and the postwar devaluation of Italian currency.<sup>9</sup>

In the face of this financial stringency the university librarians have perforce concentrated on collections of basic source material and reference works. Modena has opened a new public reference room, housing a well-developed and modern collection of over twelve thousand volumes on open shelves. The collection at Padua is equally impressive, scholarly and up-to-date. These reference rooms are a heartening sight because many American scholars have complained about their general lack, suggesting that it is difficult to complete research in Italian libraries once the basic source material has been located.

Clearly this appalling shortage of acquisitions funds is a primary problem, and it is so recognized by the library directors, by many enlightened professors, and by the ministerial officials in Rome. While I was there the government was considering a major financial bill that would, among other benefits, provide generous special acquisitions grants to be spread over a ten-year period.

With financing of this sort it is obvious

<sup>8</sup> There are useful statistics in *Dieci Anni di Vita delle Biblioteche Italiane*. Other useful sources are *Annuario Statistico Italiano* (the 1958 edition, giving 1956 figures, is the latest I have seen), issued by the Istituto Centrale di Statistica, and the annual *Compendio Statistico Italiano*, issued by the same office; volume I of *Statistiche Culturali*, issued by the same office (Rome, 1954-57, 3 vols.), gives extensive 1950 data on libraries; *Annuario delle Biblioteche Italiane*, issued by the Direzione Generale delle Accademie e Biblioteche (2d ed., Rome, 1956-60, 3 vols.).

<sup>9</sup> See Gerevini, *op. cit.* The most recent financial information I have seen, presumably for 1959-60, indicates that the University of Padua Library had L. 2,950,000 (ca. \$4800) for acquisitions, the University of Genoa Library L. 1,968,550 and the University of Bologna Library L. 1,400,000.

also that currently the Italian university libraries are not acquiring remarkable bookish riches; they are hardly keeping afloat on the tide of modern publishing. An occasional windfall does come along, as at Genoa where a special ministerial grant recently supported the purchase of a four-thousand-volume private library of late nineteenth and early twentieth-century Italian culture, and as at Padua where an important eight-thousand-volume collection of early medicine was deposited by the university's Institute of Medical Pathology (Padua is one of the early homes of medical teaching), but these are rare cases. Moreover, their relative youth and poverty and the small size of the total collections will suggest what is true, that the Italian university libraries are in general not great repositories of bookish wealth; one looks elsewhere in Italy for extensive rare book collections. There are exceptions to be sure: Bologna has eminent and large accumulations of early manuscripts, incunabula, and sixteenth-century books, notably in the natural sciences because here is the private library of Aldrovandus; Modena has ready access to, as I have indicated, although it does not legally own, the incomparable Estense Library; Pavia is wealthy in complete runs of early European periodicals, and its original foundation collection, well cared for in a handsome special room, is strong in sixteenth- and seventeenth-century books.

Staffing presents another serious problem, although in view of the small number of books now being acquired and the fairly limited public service hours the situation is probably not critical for current operation. The shortage of staff does, however, prejudice any attempt to improve or extend public service functions. Again current figures are not readily available, but one analyst<sup>10</sup> has cleverly publicized the fact that in all of the 33 state public libraries of Italy there are

only 753 full-time staff members whereas in the French Bibliothèque Nationale alone there are 630 and in the British Museum Library 680. Figures for 1950 reported for Rome 52 staff members (19 men and 33 women), of whom 23 were professional, 22 clerical, and 7 volunteer (generally recent students seeking experience and hoping that positions may open up). In the same year Naples had 35, of whom 19 were professional, 15 clerical, and 1 volunteer; Bologna a total of 21, of whom 13 were professional and 8 clerical; Padua 19, of whom 11 were professional and 8 clerical; and Pavia 15, of whom 9 were professional and 6 clerical.

With such crippling limitations of staff and of books and journals, the university librarians have been trying to deal with increasing numbers of readers and at the same time to offer somewhat better services. During 1936 the 33 state public libraries reported 986,000 readers in seats; in 1948 this figure was 1,321,000; and in 1957 it had risen to 2,038,435. Much of the increase apparently resulted from the rising numbers of university students. According to figures reported in 1950 Rome's Alessandrina served 87,262 readers in seats; in 1958 the figure was 198,671. For Genoa the comparable figures were 25,410 and 79,833; for Bologna 35,536 and 108,775. The numbers of local loans rose in proportion. I can certainly testify to completely overcrowded reading rooms in libraries I visited during academic session and an acute disparity between the number of available seats and the students to be served. The situation at the Alessandrina in Rome is especially serious, with only 250 seats available, now that the National Central Library is closed; an average of 3,000 readers enter the building each day.

There has been little opportunity or money for increasing the size of buildings, although here and there an extra room or corridor has been somehow allocated for readers, and there are apparently no major building programs in

<sup>10</sup> *Il Segnalibro* (Modena), IV, (1960), 2.

prospect for any of the twelve state university libraries. Available funds have necessarily gone into restoring war damage. Furthermore several of the libraries inhabit difficult buildings: Rome's Alesandrina is in the cold, monumental style of the Mussolini period and affords no opportunity for expansion unless the university undertakes a major revision of its site plans; Padua's building is reminiscent of a crowded and dowdy American Carnegie public library, although the remodelled reference room has a certain charm; both Bologna and Naples must struggle with dingy, rambling, palazzotype structures, neither attractive nor efficient. The most appealing building that I saw, housing incidentally the best ordered and most vigorous of the older university libraries, is at Pavia where the library occupies a portion of the original university structure, soft yellow buildings forming a series of quadrangles surrounding quiet courtyards with arcaded walks.

I have indicated that the twelve libraries do not unduly restrict access to their collections. They give particular attention to students who may, with certain limitations, withdraw books for home use. The reference collections and displays of current journals are generally on open shelves in rooms accessible to students and outside users, as well as to professors. These simple opportunities, it will be noted, do not regularly prevail in other academic libraries. I have already mentioned the new public reference room at Modena, one of the handsomest I have seen anywhere, employing attractive modern Italian furniture, which like the Scandinavian is often far less staid and institutional than most American library furniture. Pavia has recently opened a comfortable and well-stocked ready-reference room intended especially for students, and the same library proudly displays a popular rental library which for a small annual fee provides current novels and travel books that the library

could not justify on its limited budget. This is a surprising and charming phenomenon in the traditional Italian academic atmosphere. Some, but not all, of the twelve have even abandoned the officious "bidello" (beadle) who traditionally sits at the door of Italian public buildings, like the "portiere" in an apartment building, to question your right to enter. Stack collections are generally closed to all readers.

By American standards the public service hours are sharply limited. The Alesandrina in Rome offers probably the most generous schedule, from 9 A.M. to 7 P.M. every day except Sunday. Evening hours beyond 5 or 6 or 7 P.M. are quite unknown, as are Sunday hours. Several of the university libraries, particularly those in smaller towns, observe the traditional long lunch hour, closing from 12 to 2:30 P.M. or from 1 to 3 P.M. thus fitting into the rhythm of Italian life. But the lack of evening access, in a society accustomed to very late and lively evening activity, is unfortunate and only accentuates the over-crowding of reading rooms. The hours indicated are those for use of the reading rooms; the hours for loan service are much less generous, often two hours morning and afternoon. One understands of course the budgeting problem involved in longer hours. And at this point European libraries in general lack the advantage we have in the working university student, whose services often are essential to long schedules. Italian students, unlike the British, are not well endowed with state scholarships, but many librarians expressed skepticism about trusting them with responsible tasks. This is the same attitude which, in many traditional Italian libraries, doubts that students, not to speak of the general public, can be trusted with any sort of open-access book collection. The lot of the Italian student, it might be noted, is not a rosy one.

In an earnest effort to increase service to their readers most of the twelve uni-

versity libraries, which are centers for inter-library loan activity, have recently entered on an attempt at local union catalog records so that they may know what periodicals and perhaps what books are available within the university precincts, but here they run head on against the crucial library problem of the universities.

As for the libraries financed and administered directly by the twenty-four state universities, the typical situation, both in the twelve that have access to a state university library and in those which do not, is that of a great variety of jealously autonomous, uncoordinated, and selfishly parochial faculty and institute libraries. The simplest facts about these libraries are almost impossible to secure, for most of them report no information to any national office and apparently to no one locally. At the University of Rome, for example, information on holdings was gathered, at great effort, from eighty-three libraries within the university for the *Union List of American Periodicals in Italy*, compiled by Olga Pinto (Rome: USIS, 1958), the most extensive listing I could find of these intra-university libraries. However I was informed by staff members of the Alessandrina that there are probably more than two hundred libraries within the University of Rome, although no one could be very specific. At our conference in Naples a professor of economic history, in preparing a vigorously critical paper yet to be published,<sup>11</sup> had spent some weeks seeking facts about the finances, personnel, and collections of the libraries within his own university; the results were admittedly fragmentary but significant. Apparently there are over one hundred twenty libraries in the University of Naples, of which 66 reported to the *Union List of American Periodicals*.

<sup>11</sup> Domenico Demarco: "Le Biblioteche Universitarie Napoletane: Critiche e Proposte," *Studi Economici* (Univ. di Napoli), XV (1960), 202-211. The Italian Library Association intends to publish the complete proceedings of our three conferences.

At the University of Bologna I was told by a rather harassed American visiting professor that after a year of searching out books and journals necessary for himself and his students, he was aware of 99 faculty and institute libraries; 48 had reported to the *Union List*. Trieste with 2,500 students has about 50 libraries I was told locally. Since my information about the other universities is based on the *Union List of American Periodicals*, it is probable that my figures can be multiplied by two. In any event, the University of Cagliari with less than 3,000 students and 150 teachers (50 professors) has at least 23 libraries. Ferrara with four faculties and slightly over one thousand students has at least 15. Modena with 3,500 students has at least 30. Padua with 81 professors (420 teachers) and 11,000 students has at least 62. Siena with 1,500 students and eight faculties and advanced schools has at least 25. The University of Perugia with less than 3,000 students has 43 professors according to one source and forty-three libraries reporting to the *Union List of American Periodicals*. This Perugia situation, with its one-to-one ratio, whether precise or not, is at least neatly suggestive of the tendency, perhaps of a kind of ideal for many professors, including some American ones.

At the ancient University of Florence the Library of the Faculty of Letters and Philosophy, founded in 1659, has well over a million and a quarter volumes, is thus the largest academic library in Italy, and is a very special institution in many ways. Three of four other specialized libraries at Florence have as many as 70,000 volumes, but the others are all smaller. At the University of Turin, also a medieval installation, three of the 30 or more libraries have about 50,000 volumes. Milan, a twentieth century university, has a quarter of a million volumes in the combined Library of the Faculties of Letters and Jurisprudence, but the others are in the 25,000 volume class or smaller. At Padua I was told



that there are perhaps as many as a million volumes in the 60 or so specialized libraries. At Trieste, a very special case, there are perhaps 170,000 volumes in the specialized libraries. Elsewhere no one would even guess, but it is apparent in general that the institute and faculty libraries are quite specialized and small, consisting of a very few thousand volumes.

Access and use in almost all cases is limited to the teachers in the particular institute or faculty and, on a kind of sufferance, their own students, who are seldom allowed to withdraw books. Outsiders, particularly students from another faculty, are not welcome. A point can perhaps be made from one visit I made to some of the law libraries at one great university. I was taken by a rather apologetic member of the local state university library staff to see the libraries of the institutes of the history of law, comparative law, and Roman law. Along the way we passed several other law institute libraries, but I could not discover how many there were altogether. Each of the three I saw served only its own group, each had its own separate collection, generally small, generally incomplete, generally duplicative of the others. Each had its own manuscript card catalog of sorts, and none of the holdings were recorded in any kind of central catalog.

At the University of Rome I visited several of the institute libraries of its Faculty of Letters, all of them in a recent extension of the building which houses the Alessandrina, and all of them quite new; in each case all of the books were behind locked grill doors, available only on special request. This is not atypical of the situation in the libraries, central or specialized, large or small, new or old, that are operated by the universities themselves. Frequently all reference books in the main reading room and even current issues of periodicals are kept in locked cases so that a would-be reader must ask the attendant, often a

formidable and uniformed functionary, to secure the dictionary, encyclopedia volume, or journal issue to be consulted. The libraries are generally operated by secretaries or teaching assistants as a part-time chore, or by low level clerks who have no training, little experience with libraries, and little interest in them. The catalogs and the state of the collections reflect this situation. Hours of access are varied and tend to be meager, as from 9 A.M. to 1 P.M. Books are seldom allowed out on loan, except to the privileged professors, and not even out on inter-library loan, although the responsible professors are not loath to borrow on inter-library loan for their own purposes. Book selection often reflects the special needs or vagaries of the senior professor, with no recognition of other libraries within the university, no matter how close by. There is no overall surveillance, not even any coordination or cooperation. What is more there is precious little machinery for securing any because of the very nature of the universities: there are few permanent officials, the senate is not a broadly representative forum as we know it, and professorial advisory or administrative committees seem quite unknown.

These strictures are not entirely my own; they reflect the opinions and experiences of almost all the Italian librarians whom I met as well as of a considerable number of Italian university professors, especially those who have worked abroad. The problem presented by these scattered, uncoordinated, and duplicative libraries in the universities—the impossibility of securing central information about their holdings and the consistent frustration involved in trying to use them—has reached almost a neurosis level in the minds of many Italian librarians. It rises immediately in any conversation about library matters. The librarians who are struggling to improve facilities and services in general are aware of the overall shortage of modern library resources in Italy and are aware of the ad-



vantages that have come in other countries through cooperative efforts and rationalized acquisitions programs. At Modena, Rome, Padua, and elsewhere, as I have indicated, the directors of the state university libraries have tried to develop so simple and useful a tool as a local union list of periodicals, and they have been thwarted by much inertia and disinterest as well as some outright suspicion and jealous opposition. Such information as they have put together reveals extensive and expensive duplication of journals, not only between widely scattered university buildings, but commonly within one building. This is tragic of course, when total funds are so short and resources so limited. The Alessandrina two years ago embarked on a systematic venture of developing a union catalog of books in the institute libraries of law and letters. There are twenty-three such libraries in the same building as the Alessandrina which acts as the central library for the two faculties but not for the institutes within the faculties. Over seventy thousand cards have been accumulated already, but this is a slow and difficult task because of the state of the local catalogs.

In opening our conference in Milan Professor Calderini stated that he had discussed these problems before, but always as a *vox clamantis in deserto*. Professor Demarco's paper and others, as well as comments from the floor during discussion, made it evident that many vigorous professors have found their research and teaching crippled by the existing situation. The special virtue of our conference was the public airing of the point of view of these men, who may represent a minority but yet an able and now vocal one. They understand the historical and psychological factors behind the fractionated pattern; these institute libraries are a kind of symbol of the independent rights of the individual professor, part of his medieval inheritance. Yet it is also clear that this library

pattern falls short of serving much of modern research. The sheer numbers of modern books and journals, and their cost, make it impossible for any of these libraries, except for a very few that have uncommon financing, to develop to a level of modern efficiency.<sup>12</sup> To be sure there are a few isolated exceptions, institute libraries well supported and run with imagination and efficiency. But even the wealthiest American university would be hard pressed to support effectively the number of libraries that many of the Italian universities are faced with, and the Italian universities are certainly far from wealthy. It was pointed out in our discussions that much of the success that the Americans have had with academic libraries has come from our relative success in concentrating our resources of books, funds, and staff and our relative success at cooperative library efforts.

In those universities that lack a state university library there is occasionally, as at Palermo, a kind of embryonic library of the university (Biblioteca dell'università) but generally a very small and weak institution. Trieste, however, the youngest university of all, presents a very special exception, made possible no doubt by its very youth. Here the university's library is vigorous and modern. Although most of the books are in a large number of institute libraries, the central library by statute must maintain an inventory, which means a union catalog. There is still, to be sure, some tension between the center and the outlying libraries, but this is a step forward. In some other cases, notably Milan and Florence, the Library of the Faculty of Letters, serving as it does a numerous and bookish clientele, tends in a way to serve as a central library, but still without union catalogs and without any coordination with the

<sup>12</sup> The only financial figures I could secure were those in Professor Demarco's paper which indicated that in 1957/58 the University of Naples spent about \$125,000 on books and journals for its 120 or more faculty and institute libraries, far more than the local state university library had available. Such a sum if concentrated could produce one significant library, but much of it disappears into duplicative, uncoordinated buying.

other local libraries. In other cases there is no evidence of any sort of central library.

The Library of the Faculty of Letters at Florence, relatively wealthy in books and book funds, although not in staff, is another kind of exception because in very recent years it has been run with some recognition of modern needs. Since the great National Central Library nearby receives all Italian books by deposit, the Library of the Faculty of Letters spends almost all of its funds on foreign books and journals, one of the few planned and coordinated acquisitions programs that I came across, and a particularly significant one because whereas the need for foreign literature is very great in Italian research yet its cost, notably of American publications, is so oppressive that few libraries can afford to buy it. A recent rector supported this venture in Florence, for when the new librarian began to issue a bulletin listing current acquisitions<sup>13</sup> the rector's introductory statement deplored the increasing fractionation of university life, the increasing separation into autonomous and isolated institutes, with a consequent loss, for both teachers and students, of any sense of being part of a greater organism. He hoped the library could help provide a sense of unity and center. He also and wisely hoped that the new bulletin would facilitate a coordinated acquisitions program within the university and even among the several libraries in the city of Florence. The future of Italian academic librarianship hinges on a wider acceptance of Rector Lamanna's spirit.

The Italian universities can observe one other forward-looking library pattern in their own midst. Milan's great

Catholic University, a "free" or "private" university, founded as recently as 1920, operates its library rather on the pattern we know at Johns Hopkins. The institute or seminary libraries are mostly in the same building as the central library which is responsible for all of the university's books, with full catalog and loan records for the several institute libraries which are in turn manned by central library staff.

Thus the picture is not entirely a gloomy one. There is an increasing interest in change, among an able group of enlightened librarians as well as an influential number of professors. The ministry is also concerned; in addition to the financial bill already mentioned, the government is considering legislation to establish, and require, professional positions for librarians in at least the largest faculty and institute libraries. There are also some excellent and successful examples to be observed on the Italian scene, as well as abroad. In this regard, the forceful and successful program recently developed at the Royal University Library of Oslo to coordinate the institute libraries is especially timely and pertinent, because that library, which functions also as the national library, has a basic relationship to its university rather analogous to that of the twelve Italian state university libraries.<sup>14</sup> The problems in Italy, however, are so numerous and so ancient as to give pause to any brash American who would presume to be critical. He would surely end up, as I did, admiring the courage and the professional ability and idealism of his Italian colleagues. He might also end up increasingly proud of the universal scope of modern librarianship.

<sup>13</sup> Università degli Studi di Firenze. *Bollettino delle Pubblicazioni Acquisite dalla Biblioteca della Facoltà di Lettere e Filosofia*, no. 1, Jan.-March, 1958.

<sup>14</sup> H. Tveterås. "The University Library and the Institute Libraries, a System of Co-operation," *Libri*, IX (1959), 1-8.

# News from the Field

## ACQUISITIONS, GIFTS, COLLECTIONS

THE LIBRARY of the University of California, Los Angeles, has acquired a collection of ninety-five of the papers of Jacques Necker (1732-1804). The collection consists of papers, memorials, and reports, issued either privately or in his official capacity as minister of finance of France, and includes books and pamphlets attacking him. Some of the works are of considerable rarity and do not appear in the standard bibliographies for the period.

COLUMBIA UNIVERSITY has been presented with an extensive manuscript collection providing significant new insight into the Jacksonian era. The papers comprise the bulk of the letters, diaries, memoranda, bank records, and accounting books of Thomas Olcott, nineteenth-century financier and philanthropist. Included are letters from many figures of importance such as Martin Van Buren, William H. Seward, Salmon P. Chase, and J. Pierpont Morgan. The material, given by Douglas Worth Olcott, president of the Mechanics and Farmers Bank of Albany, and its directors, should prove indispensable to anyone studying New York banking and politics during the Jacksonian period.

THE HARRY S. TRUMAN LIBRARY at Independence, Mo., recently added to its manuscript collections scrapbooks of newspaper clippings and World War II aerial photographs of bombing targets, records of commissions, committees, and boards appointed by the former President, sound tapes of some of his speeches, and papers of many of the government officials during his administration.

KNOX COLLEGE, Galesburg, Ill., has received more than thirteen thousand volumes from the valuable personal library of the late Dr. Clarence H. Haring, professor of Latin American history and economics at Harvard University for thirty years.

THE LIBRARY OF CONGRESS has been presented with the papers of the American physiologist, Jacques Loeb (1859-1924), best known for his experimental work in induc-

ing parthenogenesis and regeneration by means of chemical stimuli and for his development of the tropism theory, namely, that all ethics are a product of man's inherited tropisms. Among the papers are letters between Dr. Loeb and his fellow scientists, a large collection of his experimental notebooks and manuscripts, and proofsheets of his books and articles.

ROSARY COLLEGE LIBRARY, River Forest, Ill., has received a gift of 450 books comprising a reference collection of lives of the saints. The donor was the Thomas Moore Association.

SAN JOSE STATE COLLEGE LIBRARY has received a gift of a hundred books on the art and culture of Japan from the Japanese government in commemoration of the centennial of American-Japanese diplomatic relations.

SOUTHERN ILLINOIS UNIVERSITY LIBRARY has acquired the complete library of Dr. José Mogravejo Carrion of Cuenca, Ecuador. The collection consists of more than seven thousand volumes on Ecuadorian history, government, anthropology, and literature.

STANFORD UNIVERSITY has received the Harry R. Lange Historical Collection of Musical Instruments and Books, to be housed under the jurisdiction of the Music Library at Stanford. The gift of a California businessman, it includes fine violins dating from 1723, violas, a cello, an oboe, and modern copies of old violas and recorders.

THE LONGWOOD LIBRARY at Kennett Square, Pa., will be merged with the Hagley Museum Library near Greenville, Del. The combined library will be known as the Eleutherian Mills Historical Library and will occupy a new building being erected on the original property of the Du Pont Company. The collection includes personal and business papers of members of the Du Pont family from 1588 to 1954, correspondence, journals, family books, and early records of E. I. du Pont de Nemours & Company.

THE PIUS XII MEMORIAL LIBRARY, St. Louis University, has just received the library of the Academy of Science of St. Louis, consisting of over eighty thousand scientific volumes. The Academy of Science library is made up of periodicals, books and scientific papers collected since the Academy's founding in 1856. Of use primarily as reference material on the history of science, the material will complement the extensive microfilm holdings of the Vatican Library Manuscript collection in this research area. Included are exchange publications from scientific institutions, universities and museums throughout the world, with many regularly published papers from behind the Iron Curtain. The Academy will continue to collect from these sources and augment the collection at Pius XII Library each year, in order to keep the references as up to date as possible.

THE LIBRARY of the late Walter Eugene Clark, Wales Professor of Sanskrit at Harvard University from 1928 to 1950 has been acquired by the library of the University of California, Los Angeles. The collection comprises well over fifteen hundred volumes relating to Vedic and Sanskrit literature, works of Pali, Tibetan, Buddhist, and Jan provenance in both original editions and translations, and materials on Indian philosophy, religion, folklore, medicine, grammar, poetics, rhetoric, drama, astronomy, mathematics, lexicography, history, and other fields.

THE UNIVERSITY OF WASHINGTON LIBRARY has recently acquired many groups of manuscripts. Among them are the Drumbheller Family Papers which include the diary of Leonard J. Powell, former president of the University of Washington; and the Edwin B. Stevens Papers, correspondence and papers relating to the administrations of presidents Graves, Kane, and Suzzallo of the University of Washington.

VALUABLE ADDITIONS to the University of Florida holdings of Florida manuscript letters include the gift from United States Senator Spessard L. Holland of papers covering his terms as a member of the Florida Senate (1932-1940) and as Governor of Florida (1941-1945). In presenting the papers to the P. K.

Yonge Library of Florida History at the University, Senator Holland told library officials that he expects to add papers from his term in the U. S. Senate at a later date. These papers are of vital importance as source materials in the writing of the political and historical development of the state.

Other recent acquisitions of historical significance to the P. K. Yonge Library of Florida History include the gubernatorial papers of William Sherman Jennings, eighteenth Governor of Florida, 1901-05. Presented by Mrs. William Sherman Jennings and her son Sherman Bryan Jennings, the bequest also includes some of Mrs. Jennings' papers; Mrs. Jennings has been very prominent for many years in civic and club work throughout the state of Florida.

## BUILDINGS

BELOIT COLLEGE was the chief beneficiary in the will of Iva Marion Butlin, alumna and librarian emerita. An endowment in the amount of approximately \$190,000 will be used for the maintenance and operation of the new Colonel Robert H. Morse Library on the campus.

A NEW \$1,600,000 modular three-story-and-basement library building will be started at the University of Wichita. This building will care for 350,000 volumes and provide 1,000 seats for students and faculty. By the addition of a fourth floor room can be provided for 500,000 volumes and 1,400 seats.

BETHANY NAZARENE COLLEGE recently broke ground for the new library building planned with funds from businessmen, firms, and members of the Nazarene churches in the Oklahoma City area.

THE LIBRARY of the College of Education at Cortland, N. Y., will move to a new building late this summer or early fall. The three-story structure is located in the center of a rapidly expanding campus and cost \$1,100,000, exclusive of furnishings and equipment.

THE OFFICIAL OPENING of the new John M. Olin Research Library at Cornell University was heralded by extensive publicity. The *Cornell Daily Sun* issued a souvenir edition February 10, containing pictures, editorials, special articles, comments by the dean and

by professors, a history of the library, and an account of the ceremonies marking its opening. The picture page of the *Ithaca Journal*, February 11, was devoted entirely to interior views including the study carrels, the catalog section, and the business office, and a photograph of the exterior was carried on the front page. In addition, *John M. Olin Library Introductory Guidebook* (Ithaca, N. Y., Cornell University Library, 1961, 14 p.) describes the services and gives the floor plans.

THE NEW WAHLERT MEMORIAL LIBRARY on the Loras College campus in Dubuque, Iowa, with a total seating capacity of 644, can accommodate nearly half of the student body at one time. Its stack area has a capacity for 300,000 volumes. The building is a two-story structure in the shape of an asymmetrical cross, built of red Tudor brick. The main section of the building is 222 feet long and 62 feet wide. The extensions to north and south are of unequal size, that to the north being 62 x 60 feet, that to the south, 42 by 42 feet. The four end-sections have glass and wall bays reaching from ground level to the projecting gable roof. The reference and reading room contains 6,000 volumes and seats 282 readers. Sixteen double steel carrels provide individual study cubicles for 32 students.

WHILE WORK on the new \$2,679,000 University of Nevada Library at Reno goes steadily forward with an anticipated completion date of early fall, plans are under way for a library building at the Las Vegas campus. Each is distinctive. The Noble Getchell Library at Reno will be a completely air conditioned building three stories high with 91,125 square feet of floor space. It will seat 1400 students and accommodate 300,000 volumes. The collection will be on open shelves in a divisional arrangement—humanities, social science, and science and technology.

Plans for the library building at the Las Vegas campus represent a novelty in library design in the area. The general plan is circular, with access to all working areas controlled from the main desk. The stack area will have a capacity of 100,000 volumes and will be open to the patrons. The building will contain separate rooms for listening, for audio-visual materials, and for microfilms.

In addition, there will be three seminar rooms that can be converted into one large lecture hall. Nineteen study carrels for the use of faculty and graduate students are planned. If the appropriation is passed in the present legislative session, construction will be started in the fall.

WORK HAS BEGUN on major alterations planned for the far eastern library of the University of Washington. Expansion and remodeling will include doubling of the present stack capacity, increasing the reading area, and adding new and renovated space for the staff and office of the librarian. Other improvements planned are new stacks, special shelving for unbound periodicals and newspapers, and improved lighting and air circulation.

### GRANTS AND SCHOLARSHIPS

TWO GRANTS TO UNIVERSITIES have been made recently by the Council on Library Resources, Inc. The library of the University of Illinois, Chicago Undergraduate Division, received \$50,000 to apply advanced data processing techniques to university library procedures, to develop and overall system utilizing latest electronic equipment, and to adopt business machines for library use. Louis Schultheiss, serials-acquisitions librarian, is the director of the project. The University of Pittsburgh received \$58,886 to test and refine techniques developed by its computation and data processing center for information retrieval in the legal field.

THE MIDWEST INTER-LIBRARY CENTER has been awarded a grant by National Science Foundation for continued partial support of the Scientific Journals Center. The center is intended to assure that the midwest area receives one copy of every significant journal published anywhere in the world in the fields of chemistry and biology. The project is supported jointly by the group of twenty midwestern universities that are members of the Midwest Inter-Library Corporation and the National Science Foundation in the interest of making the latest scientific discoveries in these fields available to American scientists.

THE A. W. CALHOUN MEDICAL LIBRARY, Emory University School of Medicine, and



the Biochemical Library, University of California at Los Angeles, have received grants from the U. S. Public Health Service for the training of medical librarians. Each will offer three internships yearly to outstanding graduates of library schools accredited by ALA. Applicants must be U. S. citizens or have received their first citizenship papers. Each intern will receive \$4,800 for the year, plus tuition and a travel allowance to attend the annual meeting of the Medical Library Association. Program for the coming year will begin June 8, 1961. Inquiries may be addressed to Mildred Jordan, Librarian, A. W. Calhoun Medical Library, Woodruff Research Building, Emory University, Atlanta 22, Ga., or to Louise Darling, Librarian, Biomedical Library, University of California Medical Center, Los Angeles 24.

### PUBLICATIONS

THE COMMISSIONER'S COMMITTEE on Reference and Research Library Resources, New York, has issued a report entitled *A Cooperative Program for the Development of Reference and Research Library Resources in New York State*, an interim report to Dr. James E. Allen, Commissioner of Education. Recommendations include the establishment of a state reference and research library board, establishment of a network of five regional reference and research library systems, assistance by the state in establishing and developing cooperative library programs by providing a minimum annually of ten dollars for each student enrolled in each category in the fall semester, state assistance in developing a cooperative program by allotting five dollars annually for each professional person in New York, and a review of the entire program after five years of operation.

"THE FUTURE OF LIBRARY SERVICE: Demographic Aspects and Implications" is the title selected for the combined July and October issues of *Library Trends*. Editor of the issue is Frank L. Schick, assistant director, Library Services Branch, U. S. Office of Education. Some twenty librarians will contribute sections dealing with the future of library service from 1960 to 1980 in public, school, college and university, state, and federal libraries. Library education, personnel, materi-

als and resources, documentation, and a summary of the library's mission and program in the next two decades will round out the total library picture.

"THE NATIONAL LIBRARY of Medicine Index Mechanization Project," issued as Part 2 of the January issue of *Bulletin of the Medical Library Association* (96 p.) is available from the National Library of Medicine, Washington, D. C. The report describes the details in transforming the *Current List of Medical Literature*, compiled and published in the traditional manner, into the *Index Medicus*, now published as the end-product of a mechanized system. The new procedure results in a significant increase in coverage, faster reporting, and superior presentation.

*The Care and Repair of Books* (New York, 1960, 122 p., \$6.15) has been published in a revised edition by Bowker Company. Regarded as standard in its field by librarians, booksellers, and collectors, the work was originally written by Harry M. Lydenberg and John Archer. Brought up to date by John Alden of the rare book room of the Boston Public Library, the new edition emphasizes new scientific developments and includes material on the special problem of book preservation in southerly climates. It stresses methods most likely to be widely available and practicable, and possible to use without recourse to exceptional skill or machinery.

*Cooperative Library Service to Higher Education* (New York, 1960), issued by the Council of Higher Educational Institutions, reviews the problem of cooperation, and facts relating to students, colleges and their libraries, and student use of New York libraries. As a solution, it recommends a cooperative program, and a supplementary academic library system. It concludes with an estimate of costs and outlines the role of the Council of Higher Educational Institutions.

KRAUS REPRINTS, INC. is publishing a photo-offset edition of the *Catalogue of the John Carter Brown Library, 1919-1931*. For it the staff of the John Carter Brown Library has marked with an asterisk the entries that have been corrected or emended in their own interleaved copy and urges users to write



for further information about individual items. The library has prepared a mimeographed list of the corrections for owners of the original edition who would like to mark their copy.

PHENOMENAL GROWTH of traditional services of the Library of Congress is evident in the *Annual Report of the Librarian of Congress for the Fiscal Year Ending June 30, 1960*. Substantial increases are reported in Congressional inquiries, in the number of book catalogs and printed catalog cards sold, and in the number of claims to copyright, to name a few. New developments include establishment of a Near Eastern and North African law division, and creation of an African section in the reference department. About 868,980 items were added to the reference materials, bringing the total number available to the government and the public, 38,995,221 items of diverse nature.

*Guidelines for Library Planners*, edited by Keith Doms and Howard Rovelstad. (Chicago: ALA, 1960, illus., 128 p., \$3.75) is an authoritative work on library planning and construction, based on the proceedings of the 1959 Library Buildings and Equipment Institute sponsored by the Buildings and Equipment Section of Library Administration Division. The report includes discussions by experts in architecture, library consulting, and researching, as well as information regarding layout, interiors, flooring, equipment, specifications, lighting, heating, and ventilation.

#### MISCELLANEOUS

A STUDY of library costs and operations of Purdue University is being made for the business office by Gerald L. Quatman, Ph.D. candidate in industrial psychology and part-time research assistant at the library. The purpose of the study is to determine portions of total expense of various types of library service and to establish total costs per student or per faculty member. The information will be of value in negotiating research contracts with sponsoring organizations.

THE AMERICAN ASSOCIATION OF LAW LIBRARIES will hold the Fifth Biennial Law Librarians Institute at the Harvard Law School in Cambridge, Mass., June 19-23. There will

be a series of general lecture and demonstration sessions as well as small group discussions of pertinent problems. Earl C. Borgeson, librarian of the Harvard Law School, director of the institute, is accepting reservations. The association's annual meeting is scheduled the following week, June 25-29, at the Sheraton Plaza Hotel in Boston.

THE SIXTH SEMINAR on the Acquisition of Latin American Library Materials will be held July 6-8 at Southern Illinois University, Carbondale. Problems related to acquiring library materials from Colombia and Venezuela, problems of bibliographic information on Latin America, and reports of progress made on previous seminar recommendations will be the chief concern of the meeting. Further information may be obtained from William A. Bork, Director, Latin American Institute, Southern Illinois University.

A STUDY OF INDEXING of conference reports by C. W. Hanson and Marian Janes, of the Research Department of ASLIB (England), revealed that of 205 publications examined, 103 had no index whatsoever. Of the remainder, 32 had no author index; and 18 had no subject index; thus, only 52 of the 205 had both subject and author index. Further study revealed that the situation is growing worse rather than improving as publications increase. The investigators concluded that organizers of conferences, congresses, and symposia could materially increase the usefulness of the reports of their proceedings by providing them with indexes. Results of the study were published in *Journal of Documentation*, XVI (1960), 65-70.

THE PHILADELPHIA CHAPTER of ACRL will meet Saturday, May 20, at Lincoln University, near Oxford, Pa. At 10:30 A.M., Dean Jack Dalton, of the School of Library Service, Columbia University, will speak on "The Work of the ALA International Relations Office." At 2:00 P.M., Mrs. Eleanor B. Allen, librarian, Lippincott Library, University of Pennsylvania, will speak on "Library by Remote Control—Karachi" and Dr. Yu-shu Pu, assistant technical services librarian, Drexel Institute Library, will speak on "The Libraries and the National Classification System of the People's Republic of China."

THE EXECUTIVE BOARD of the Pennsylvania Library Association has approved the following resolution:

Recognizing that an effective educational program at the college level requires intelligent and efficient use of a variety of educational materials to meet curricular demands, be it resolved:

That the Executive Board of the Pennsylvania Library Association request the Middle Atlantic States Association of Colleges and Secondary Schools and the Library Education Division of the American Library Association to recommend that library orientation, covering formal instruction in the use of books and libraries, be required of all freshmen; and further, that credit be given for such a course.

ALA REPRESENTATIVES at collegiate ceremonies this year were Mary D. Herrick, associate librarian, Boston University, at the inauguration of James Forrester as president of Gordon College, Beverly Farms, Mass., October 12; Wyman W. Parker, librarian, Wesleyan University, Middletown, Conn., at the Silver Convocation honoring President Albert N. Jorgensen on the occasion of the twenty-fifth anniversary of his service at the University of Connecticut, Storrs, Conn., November 12; Jens Nyholm, university librarian, Northwestern University, Evanston, Ill., at the inauguration of William Graham Cole as president of Lake Forest College, Lake Forest, Ill., November 19; John H. Knickerbocker, director, Civil War Institute, Gettysburg College, Gettysburg, Pa., at the dedication of the library building at Mount Saint Mary's College, Emmitsburg, Md., November 19.

Mrs. Frances Lander Spain, coordinator, children's services, circulation department, New York Public Library, at the inauguration of Edward J. Mortola as president of Pace College, New York City, January 19; Humphrey G. Bousfield, librarian, Brooklyn College, at the inauguration of Lawrence Lee Jarvie as president of the New New City Community College, Brooklyn, N. Y., February 16; Mildred Wyatt, librarian, Stephen F. Austin State College, Nacogdoches, Tex., at the inauguration of Howard Clifton Bennett as president of East Texas Baptist Col-

lege, Marshall, Tex., February 16; Sarah L. Wallace, public relations director, Minneapolis Public Library, at the inauguration of Owen Meredith Wilson as president of the University of Minnesota, February 23; Patricia Paylore, assistant librarian, University of Arizona, Tucson, at the inauguration of G. Homer Durham as president of Arizona State University, Tempe, March 11; Sidney B. Smith, director of libraries, Louisiana State University, Baton Rouge, at the inauguration of Herbert Eugene Longenecker as president of Tulane University, New Orleans, April 15; Lewis C. Branscomb, director of libraries, Ohio State University, Columbus, at the inauguration of James Morgan Read as president of Wilmington College, Wilmington, Ohio, April 30; Jens Nyholm, university librarian, Northwestern University, Evanston, Ill., at the inauguration of George Wells Beadle as chancellor of the University of Chicago, May 4, and Wen Chao Chen, librarian, Kalamazoo College, Mich., at the inauguration of James Miller as president of Western Michigan University, Kalamazoo.

SEVEN AMERICAN librarians are touring the Soviet Union as part of a cultural exchange mission. The American exchange mission left New York City early in May and are studying library techniques in the USSR for about thirty days. Their Russian counterparts visited the United States during April. The American librarians who are touring Russia include: David C. Clift, executive director of the ALA; Mrs. Frances Lander Spain, president of ALA; Rutherford Rogers, chief assistant to the Librarian of Congress; Raynard C. Swank, director, International Relations Office of the ALA; Melville Ruggles, vice president Council on Library Resources, Inc.; Emerson Greenaway, director, Free Library, Philadelphia, Pa.; and Sallie Farrell, field representative of the Louisiana State Library.

THE MIDWESTERN, Mississippi Valley, and Plains-Mountains regional groups are jointly sponsoring a regional meeting of the Bibliographical Society of America at the Rowfant Club, Cleveland, Ohio at 2:30 P.M., 10 July, for all members of the society or of the Rowfant Club. Speakers at this meeting will be Kenneth Nebenzahl, Robert Vosper, and David Kaser.

## Personnel

SAMUEL ROTHSTEIN, associate librarian of the University of British Columbia, Vancouver, will be the director of its new school of librarianship, scheduled to open in September 1961.



Samuel Rothstein

Dr. Rothstein received his bachelor's and master of arts degrees from British Columbia in 1939 and 1940 and subsequently did graduate work in romance languages at the universities of California and Washington. After service in the Canadian army he obtained his bachelor of library science degree from the University of California, Berkeley in 1947.

In 1951 Dr. Rothstein received a grant from the Carnegie Corporation for advanced study at the University of Illinois, and he was awarded the doctorate by the university in 1954. His thesis was published as an ACRL monograph as *The Development of Reference Services Through Academic Traditions, Public Library Practice, and Special Librarianship* (1955).

Dr. Rothstein joined the University of British Columbia Library staff in 1947 and has served successively as head of acquisitions, assistant librarian, and associate librarian.

WARREN J. HAAS became associate director of university libraries at Columbia University January 1. In this capacity he will serve as operations officer for some thirty different professional school and departmental library collections. For the past year and a half, Mr. Haas has been library consultant to the Council of Higher Educational Institutions in New York City. He has conducted the Council's Library Research Program with the objective of finding effective cooperative solutions to some of the problems colleges and universities encounter in providing library service and materials for the large

and growing student population of the metropolitan area.

In addition to preparing a report recommending the development of a regional library system designed to serve higher education, Mr. Haas completed a study of the use students make of libraries other than those at their own schools, reviewed the holdings of many academic libraries, prepared a directory of the resources of the collegiate libraries in the area, and conducted several other specialized studies of library services and resources available to students in the New York City area. Mr. Haas will continue his work with the Council on a part-time basis for several months until the research program is completed.

Before coming to New York City, Mr. Haas was acquisitions librarian and later assistant librarian of the Johns Hopkins University Library. From 1950 to 1952 he was with the Racine, Wis., Public Library.

Mr. Haas, who is thirty-six years old, is a graduate of Wabash College. He did graduate work at the University of Wisconsin, and is a graduate of the library school of that university. He is a member of Phi Beta Kappa.

ROBERT VOSPER assumes administrative control of libraries at the University of California at Los Angeles in July as university



R. Vosper

librarian and professor of library service. He succeeds Lawrence Clark Powell, who as dean will devote full-time to the new library school. This is a return to familiar scenes for Mr. Vosper, who was head of the acquisitions department and later associate librarian at UCLA from 1944 to 1952.

This position carries unusual responsibilities. New graduate programs and student-body growth present obvious administrative problems. UCLA has in recent years in-

creased its holding percentagewise faster than any other large university library. The budget has more than doubled since 1952. Under its new chancellor, Franklin Murphy, formerly of the University of Kansas, UCLA has undertaken commitments which will greatly increase the present rate of collection building and may make this the leading American institution in library acquisitions. Much of the future of the institution will depend on the knowledge, judgment, and vision of the new librarian.

Mr. Vosper has much in common with his great predecessor, Lawrence Clark Powell. Both have been men of vision and courage. Both have been aggressive in getting financial support. Both are wise bookmen, widely read, with uncanny skills in ferreting out valuable libraries and arranging transfer of title and transportation. On the trail of a collection Mr. Vosper organizes his resources and armament with the zest, skill, and detail of a Teddy Roosevelt setting off for a shoot in Africa.

Both librarians have been imaginative, resourceful administrators in building programs, organization of services, and staff procurement. When faced with a low salary scale and few applications, Mr. Vosper ran an ad in *The Times Literary Supplement* that is, five years later, still pleasantly remembered in British library circles. From it came some seventy applications, and a series of talented librarians.

Mr. Vosper (like Mr. Powell some years ago) spent 1959/60 in England on a Guggenheim fellowship. His letters to his staff are redolent with references to mossy stone cottages, pubs with draught Guinness, fine old libraries, and second-hand bookstores where he leisurely gathered books for K.U. and data on his research topic.

Seemingly this good man has unlimited time for bookstore browsing, catalog reading, and sundry other academic whittling. He takes time with his family of three teen-age daughters, young son, Stevie, and talented, attractive wife, Loraine. Slight of frame and gentle in manner, he delights in the informality of tie-less, short-sleeved shirts, walking shorts, and even sandals.

Robert Vosper has both his B.A. and M.A. from the University of Oregon. He went to Berkeley for his library certificate (1940) and served briefly there and at Stanford before

going to UCLA in 1944 and to the University of Kansas in 1952. He has had many important assignments and offices in ALA and for the Association of Research Libraries, and takes special satisfaction from his role in establishing a unit within ACRL concerning rare books when president of ACRL. He has exercised leadership in these and other professional circles by a rare combination of independent thinking, tactful persuasiveness in council, and diligence in execution. He is equally effective before a thousand people or with one key personality in a quiet corner. His past accomplishment and tested abilities augur well for the future of libraries at UCLA. We will miss the frequent references in our literature to the banks of the Kaw and rolling plains golden with harvest, but these will doubtless be replaced with equally refreshing pictures of the azure skies and majestic, white-crested combers of southern California.—Arthur T. Hamlin, *University of Cincinnati*.

EDWARD N. MAC CONOMY became the librarian of Albion College, Albion, Mich., on February 1, 1961. Born near Albion in 1916, Mr. Mac Conomy received his B.A. degree from the College of William and Mary in 1938. He completed the M.A. in political science at the University of Maryland in 1943 and the M.A. in library science at the University of Michigan in 1951. He is at present completing work on the Ph.D. degree in political science at the University of Michigan with the dissertation topic "The Political Thought of William Temple, Archbishop of York, 1929-1942, Archbishop of Canterbury, 1942-1944." Mr. Mac Conomy's scholarship has been recognized by election to Phi Beta Kappa, Pi Sigma Alpha, and Phi Kappa Phi.

From 1940 to 1960 he was a member of the staff of the Library of Congress, since 1948 as an analyst in political science (American national government) in the Legislative Reference Service. He brings to his new position an extensive background in reference librarianship and bibliography and a strong interest in academic librarianship. His rare sense of humor and sound perspectives toward men and books will distinguish his career at Albion.—Stephen Ford, *University of Michigan*.

## Appointments

MRS. EDNA ALCOMBRACK is a library assistant in the book order section of the acquisitions division, University of Washington, Seattle.

MRS. ESTHER BOATRIGHT ANDERSON is curriculum materials and serials librarian, Savannah (Georgia) State College.

JOHN C. L. ANDREASSEN, formerly director of administration, Library of Congress, is now archives and records management consultant, Bureau of Government Research, New Orleans.

WILMER BAATZ is chief, library branch, Federal Aviation Agency, Washington, D. C.

JULIUS BARCLAY has been named chief librarian of the division of special collections at Stanford University Library.

PATRICK T. BARKEY, formerly head of circulation, University of Notre Dame (Indiana) Library, is now head of circulation, Eastern Illinois University, Charleston.

ROBERT BECKER, formerly a staff member of the Bancroft Library reference division, University of California, Berkeley, is now assistant director of the library.

MRS. LEA M. BOHNERT, formerly with RCA and lecturer at the American University, is now chief, information retrieval section, library branch, Federal Aviation Agency, Washington, D. C.

WILLIAM BRACE is on the faculty of the library school, Florida State University.

GEORGE CALDWELL will become head of the reference department, University of Kansas Library, Lawrence, on July 1.

PATRICIA CHIN-WEN CHANG, formerly library service fellow, University of Michigan, is now with the catalog department, University of California, Los Angeles.

DWIGHT L. CHAPMAN, formerly senior divisional librarian in charge of Museums Libraries, University of Michigan, is now assistant librarian, Amundsen Junior College, Chicago.

HOWARD F. CLINE, director of the Hispanic Foundation, Library of Congress, has been appointed an advisory editor of *The Americas: A Quarterly Review of Inter-American Cultural History*.

RICHARD DAUBERT is assistant loan librarian, University of New Hampshire.

GEORGE B. DAVIS is head librarian, Bennett College, Hillbrook, New York.

RICHARD DAVIS is assistant professor, graduate school of library science, Drexel Institute of Technology, Philadelphia.

DÉSIRÉE DE CHARMS is music library assistant, University of Illinois, Urbana.

MRS. DORIS DODDS is documents assistant, University of Illinois Library, Urbana.

GILBERT DONAHUE is research librarian, Wayne State University, Detroit.

ROBERT E. DYSINGER, formerly assistant librarian, Bowdoin College, is now librarian, Alton Center, Southwestern Illinois Campus, Southern Illinois University, Edwardsville.

ROBERT WILKINSON EVANS will become head of the acquisitions and binding department of the Oberlin (Ohio) College Library July 15.

MRS. CAROLYN W. FIELD is a staff member of the graduate school of library science, Drexel Institute of Technology, Philadelphia.

STUART FORTH will become associate director of libraries, University of Kansas, Lawrence, on July 1.

LORNA D. FRASER, formerly head of the cataloging department, University of Toronto, is now the assistant librarian and head of the cataloging department of York University, Toronto, Ontario.

EDWIN BLACK GEORGE, formerly chief of the economics division in the legislative reference service, Library of Congress, has been appointed deputy director of the legislative reference service.

MISS HOWARD W. HUBBARD, formerly administrative assistant to the assistant director of the Enoch Pratt Free Library, is now assistant director of the ALA Washington office.

FRANK JACOBS is assistant librarian in charge of public circulation, Loyola University, Chicago.

RICHARD D. JOHNSON is administrative assistant to the director, Stanford (California) University Library.



DOROTHY KAHN is librarian for Science Research Associates, Chicago.

WALDEMAR KLUNDT is a staff member of the humanities division library, San Jose (California) State College.

FRANCES LIVINGSTON is professional assistant to the head of the serial record department, University of Louisville (Kentucky) Library.

ELLEN MAYEUX, formerly reference librarian, National Library of Medicine, is now the librarian, medical library, Federal Aviation Agency, Washington, D. C.

AARON I. MICHELSON is assistant professor of library science, College of Arts and Sciences, University of Oklahoma.

DONALD MILLER is now on the staff of the catalog department, University of California, Santa Barbara, not Berkeley as reported in the March issue.

CORA L. MULDER is librarian of the United Nations Library, Mexico City, Mexico.

JACK PEOLER is engineering librarian, Stanford University.

DONALD A. REDMOND, formerly librarian of the Nova Scotia Technical College, is now science and engineering librarian, University of Kansas, Lawrence.

VIRGINIA REED is research librarian, Upjohn Company, Kalamazoo, Mich.

JAMES H. RENZ, formerly librarian, Florida collection, Miami (Florida) Public Library, is now head of acquisitions department, College of William and Mary Library, Williamsburg, Va.

GLADYS ROWE is associate librarian of the Laboratories for Applied Sciences, University of Chicago.

MICHAEL J. SADOSKI, formerly engineering librarian, Stanford University, is now engineering librarian with Convair, San Diego, Calif.

MRS. RUTH M. SAMARIN, recently returned to this country after spending nearly ten years teaching with the Foreign Missionary Society of Brethren Church in the Central African Republic, is now senior library assistant in the catalog department, University of California, Berkeley.

MRS. NORMA L. SCHULTE, formerly engineering librarian, Hughes Aircraft Company, is now in the business administration li-

brary, University of California, Los Angeles.

JESSE SHERA has been appointed director of Western Reserve University Center for Documentation and Communication Research. He continues as dean of the School of Library Science.

MISS SIEGLINDE SEILER is library assistant in the catalog division, University of Washington, Seattle.

DONALD L. SIEFKER is reference librarian, Earlham College, Richmond, Ind.

WENDELL SIMONS is on the staff of the University of California Library, Santa Barbara.

PETER SPYERS-DURAN is circulation librarian, University of Wichita, Kan.

PETER STECKL, formerly branch librarian, National Research Council, Ottawa, Ontario, is now assistant librarian, University of Saskatchewan, Canada.

RALPH STENSTROM, formerly circulation librarian, Beloit College, is now education, philosophy and psychology library assistant, University of Illinois, Urbana.

JOSEPHINE T. SUN is catalog assistant, University of Illinois Library, Urbana.

JOHANNA TALLMAN is lecturer in the School of Library Service, University of California, Los Angeles.

CAROLYN URQUHART, is principal library assistant in the reference department, University of California, Los Angeles.

TORDIS VATSHAUG, formerly on the staff of the acquisitions division, National Library of Medicine, is now reference librarian, Federal Aviation Agency, Washington, D. C.

LUCILE VICKERS is head librarian and associate professor of library science, Buena Vista College, Storm Lake, Iowa.

MARJORIE WEST is reference librarian, Industrial Relations Center, Chicago.

THOMAS J. WHITBY is Slavic science acquisitions specialist for science and technology, Library of Congress.

MURIEL YIN, formerly a staff member of the White Plains (New York) Public Library, is now on the staff of the education library, University of California, Los Angeles.

LINDA ZORN is library assistant in the engineering branch library, University of Washington, Seattle.



## Necrology

ROBERT DEVORE LEIGH died suddenly of a heart attack on January 31 in Chicago, where he had gone to attend the midwinter



Robert D. Leigh

meeting of ALA. He was born in Nebraska in 1890 and grew up in Seattle; but he was always proud of his New England ancestry, and he came back east to attend Bowdoin College. He was graduated in 1914 as valedictorian. In 1927 he earned his doctorate in political science at Columbia. He taught at Reed College, 1914-19, and at Williams College, 1922-28; then he was Bennington's first president, 1928-41.

Dr. Leigh became well known to librarians when he was director of the Commission on Freedom of the Press, 1944-46, and of the Public Library Inquiry, 1947-50. He served Columbia's School of Library Service, 1950-59, as visiting professor, acting dean, and dean.

He brought to the School of Library Service a vigorous and far-sighted leadership supported by close attention to details and tempered by unfailing personal kindness to colleagues and students. In his many assignments outside the school, his voice and vote were always clear, forceful, and kindly—and always guided by trained good judgment and innovating vision.

His first wife, Mildred Boardman, died after long illness in May 1959. In September 1960 he was married to Mrs. Carma Zimmerman, librarian of the California State Library.—A. T. Hazen, *Columbia University*.

The name of W. C. BERWICK SAYERS is known throughout the world of librarianship for his works on the theory of library classification. His *Introduction to Library Classification* has appeared in nine editions and his *Manual of Library Classification* in three. These have become standard text-

books in countless library schools. He taught for twenty years as a visiting lecturer at the London University School of Librarianship, and his interest in classification was caught up by S. R. Ranganathan who attended his lectures in 1924, and who himself has gained an international reputation for his work in this subject. In the United States Bliss and later, Shera have paid their tributes to his influence.

If these had been his only contribution to librarianship, they would have been more than most of us can hope to do. But Sayers was a full man: he wrote ten books altogether, and they covered aspects of library work as diverse as work with children, annotation in catalogues, and methods of stock control. Some of them went outside library work: he wrote the standard biography of Coleridge-Taylor, and the official history of Croydon in the Second World War (one of the worst bombed towns in England).

The needs of his chosen profession demanded that he should teach (and with his love for young people, he never refused to help them) and so he taught and wrote textbooks on library techniques. But he was no biblio-technician: he had a glowing love for literature, and was himself a lyricist of no mean ability. His knowledge of nineteenth-century writers was unrivalled, yet his receptivity to new writing made him foremost among the admirers of James Joyce's *Finnegan's Wake* when it first appeared, to the consternation of the weekend book reviewers. He was a librarian who read, but was never lost.

For my generation of British librarians however, his passing signifies the loss of a respected older friend, for he was already the outstanding name in British librarianship when we entered the profession over twenty years ago: yet when we grew a little older he could find time and opportunity to encourage us in our professional interests, however obscure the libraries from which we came. Our gaucherie and dogmatism never irritated him. He was a great man, and I count myself honored to have known him so well in the last fifteen years.—Bernard I. Palmer, *The Library Association, London*.

EUGENE F. GILROY, librarian of St. Joseph's College, Philadelphia, Pa., died suddenly on December 23, 1960.

VLADIMIR GSOVSKI, chief of the European law division in the law library, Library of Congress, died January 12 at the age of sixty-nine.

PHILIP KRICHBAUM, a staff member of the subject cataloging division, Library of Congress for nearly twenty years, died January 14.

JEROME VALENTINE, senior research analyst in the air research division, Library of Congress, died January 18.

## Selection of Library Sites

*(continued from page 192)*

the bearing strata by removing the overburden. This made it necessary to include a basement in the building, and this involved a drainage problem. The basement and the drainage difficulties could have been avoided if the site had not been so small that it was necessary to plan for a five-story building.

### SUMMARY

A specific example illustrating some of the considerations involved in the selection of a site may be provided by the Lamont Library at Harvard. This site was selected from four possibilities after some weeks of discussion and preparation of rough sketches of a suitable building in each location. Its actual position was chosen because:

1. It was the only remaining available site in the Yard large enough for a building of the desired size. A location in the Yard close to the two other central library buildings, Widener and Houghton, to which it could be connected by tunnel, was an important factor.

2. It was so placed that the freshmen had to pass its front entrance six times a day going to and from their meals in the Freshmen Union. It was on a main walk between the houses where the upper classmen lived and the classrooms, and closer to the latter.

3. It had a long east-west axis, giving the most desirable long north and south exposures for the reading areas.

4. The ground slope was such that two levels with windows below the main entrance, which was only one short step

up, were possible, with two more without windows below them. It was possible to have the entrance level, plus its mezzanine, a full second floor, and a penthouse with a good deal of useful space in it; even the latter is closer to the ground than the main reading room in Widener. Moreover, the building, which would have been a little large for its site if it had been taller, does not give that impression.

5. Policy decisions on the part of the university permanently limiting the size of the undergraduate college and on the part of the library limiting the size of the undergraduate book collection meant that provision did not have to be made for a future extension.

To recapitulate, the site must be large enough to provide for the building and for projected additions, and it must be in as convenient a location as possible. This does not mean that it ought to be in the exact center of the campus; but it ought to be readily accessible from classroom buildings, particularly those for the humanities and social sciences. The orientation, ideally, should be on a long axis running directly east and west, with the entrance on the south. A site that slopes downward from the entrance to the rear may be advantageous, and costs of construction may be greatly increased if ground conditions are unsatisfactory. Parking and delivery problems should not be forgotten. Since a site will rarely be found that is ideal in every respect, careful assessment of the advantages and disadvantages of each possible site is called for before a decision is made.

## Second Conference on Rare Books

ACRL's RARE BOOK SECTION will have its second special conference as a preliminary to ALA's conference this summer. The rare books meeting will be in Oberlin, Ohio, July 6 through July 8. Accommodations for the registrants will be in a dormitory of Oberlin College, and the program meetings are scheduled for Oberlin's Hall Auditorium.

Attendance at the rare books meeting will not be limited to members of this section or of ALA, and early registration is strongly advised as the total number of registrants must be limited to two hundred, somewhat less than the total registration at the similar meeting at Charlottesville, Va., two years ago. The fee for the entire meeting, including quarters and meals, will be thirty dollars per person. Reservations or inquiries should be directed to Robert W. Evans, Librarian, Muskingum College Library, New Concord, Ohio. The deadline for registration will be June 6. Announcements of the meeting have been mailed to all members of the Rare Books Section and to all institutional members of ACRL.

The care and preservation of rare books will be the general theme of the meeting. Considerable time will be left in the schedule, however, for informal intermingling of the participants.

Discussants of the basic theme of the meeting will include Herbert T. F. Cahoon, Pier-

pont Morgan Library; Ellen Shaffer, Free Library of Philadelphia; Thomas R. Adams, John Carter Brown Library; J. Terry Bender, The Grolier Club; Howard H. Peckham, William L. Clements Library; David Randall, Lilly Library; H. Richard Archer, Chapin Library; Harold W. Tribolet, Lakeside Press, and others. Walter Muir Whitehill of the Boston Athenaeum, Frederick G. Kilgour of the Yale Medical Library, and Richard E. Banta of Crawfordsville, Ind., will be the speakers for special programs. Leading discussions on special interests will be Robert O. Dougan, Henry E. Huntington Library; Irvin Kerlan, Washington, D. C.; James Wells, Newberry Library; Mrs. Frances Brewer, Detroit Public Library; Helmut Lehmann-Haupt, New York City; and John Cook Wyllie, University of Virginia Library.

There will be a short business meeting of the section on Friday, July 7. Mr. Archer will report on the status of the preliminary manual for rare book librarians and Mr. Wyllie will make a report from the group's Committee on Appraisals. Officers of the Rare Books Section are Frederick Goff, Library of Congress, chairman; Mrs. Frances J. Brewer, Detroit Public Library, vice chairman and chairman-elect; and William H. Runge, University of Virginia Library, secretary. Mr. Cahoon is the section's representative on the ACRL Board of Directors.

## Harwell Resigns ACRL Post

Richard Harwell has resigned as Executive Secretary of ACRL and Associate Executive Director of ALA to accept an appointment as librarian of Bowdoin College, Brunswick, Me., beginning September 1. He will continue his work with ACRL through ALA's Cleveland Conference and until the end of July. It is expected that the appointment of a new Executive Secretary of ACRL can be announced in the July issue of *CRL*.

# ACRL Constitution and Bylaws Committee Report to the Board of Directors, June 1960

On June 19 and 22, 1960 the committee met at the Montreal Conference to consider necessary changes in the ACRL Constitution and Bylaws as printed in *College and Research Libraries*, September 1957, and as amended at the San Francisco Conference, 1958.

The changes to be considered by the committee are necessary to bring the ACRL Constitution and Bylaws into agreement with the Constitution and Bylaws of ALA.

The committee recommends the following changes or amendments:

## Constitution

### ARTICLE III. MEMBERSHIP

Sec. 1. *Members*.—Change first sentence to read: Any . . . member (deleting the words, "personal or institutional or life".)

Sec. 2. *Suspension and Reinstatement*.—Delete entire section. This is taken care of by ALA Constitution, Article III.

### ARTICLE VIII. BYLAWS

Sec. 1. *Adoption, Suspension, and Amendments*.—Change last sentence to read: "provided that notice of the proposed changes has been published not less than one month before final consideration."

## Bylaws

### ARTICLE II. NOMINATIONS AND ELECTION

Sec. 4. *Right to vote*. In accordance with amendments at San Francisco, delete the last 13 words: "and the director who will represent that section on the Board of Directors."

Sec. 5. *Elections*.

(b) *Sections*.—Change section to read: "Elections to elective positions for sections shall be made as each section determines. The election of officers shall be reported to the Executive Secretary."

### ARTICLE III. QUORUM

Sec. 2. *Association*.—Change to read: "100 members shall constitute a quorum of the Association for the transaction of all business except elections by mail."

### ARTICLE VI. VACANCIES

Sec. 1. *Elective Positions*.

(c) Change to read: If vacancies occur in the offices of president and vice-president within the same term, the Board of Directors shall elect as president *one of the directors-at-large* [deleting "directors or"] for the remainder of the term. When a regular election is next held, a president and a vice-president shall be elected.

The committee recommends that these proposed changes or amendments be presented at two general meetings of the Association and be printed in *College and Research Libraries* one month before final consideration in accordance with Article IX of the Constitution.

The committee has carefully studied the Constitution and Bylaws of ACRL and can find no other apparent conflicts with the ALA Constitution and Bylaws.

Respectfully submitted,  
Ruth K. Porritt, Chairman 1959/60  
ACRL Constitution and Bylaws  
Committee

EDITOR'S NOTE: The foregoing report is printed in compliance with the recommendation of the committee and with Articles VIII and IX of the ACRL Constitution.

# Review Articles

## Sound Building Advice

*Planning the College and University Library Buildings: A Book for Campus Planners and Architects.* By Ralph E. Ellsworth. Boulder, Colo.: The Author, 1961. 102p. \$5.00.

Ralph Ellsworth has published a very useful and timely book which should prove to be of considerable value to officials of colleges and universities who are planning new library buildings. And there are a great many new buildings now in the planning stage. This short book covers every facet of the planning process. It does not attempt to describe in detail all parts of a library building. Ellsworth has kept the various types of readers in mind throughout. This includes librarians who are familiar and those who are unfamiliar with library building planning problems. He has also kept constantly in mind architects of both types—those who have had library building experience and those who have not. Although he assumes nothing—or at last very little—on the part of the reader, he nevertheless manages not to offend the intelligence of the oriented.

It is well written, and although Ellsworth claims that the book is a "personal" document, he has remained extremely objective in nine-tenths of the book.

Readers of reviews on library-building books may grow weary of being constantly reminded that Keyes Metcalf is working on a definitive book for college and university library buildings. Nevertheless, it is necessary to bear this in mind; all of us (and this includes Ellsworth) should and do remain aware of that fact. There are a lot of unanswered questions which we hope the Metcalf book will answer. It may be several years before that book is completed, but meanwhile there are millions of dollars worth of academic library structures which must be planned, and I am sure others will share my enthusiasm for Ellsworth's having gone ahead with this excellent publication, since it gives planners so much sound direction and advice.

The author has a fine sense of what is generally accepted and what is an exception. This is most important, especially when the book is to be used by people without experience. He faithfully points out in each case what he considers an Ellsworth idea as compared to generally accepted practice. If he had not done this, the book could be dangerous in that his own ideas on library operation and building might be assumed by the uninitiated to the standard practice. Some readers of course will want to adopt the exception, but they should know when they are doing so.—William H. Jesse, *University of Tennessee Library*.

## The First Freedom

*The First Freedom: Liberty and Justice in the World of Books and Reading.* Edited by Robert B. Downs. Chicago: ALA, 1960. xiii, 469p. \$8.50.

Robert B. Downs has brought together a fascinating and masterful anthology of recent writings on the censorship of books. The opening and closing sections present a broad definition of issues in the perspective of history and of the future. Other chapters present the principal judicial opinions on the censorship of books, a variety of writings on private pressure groups, studies of the problem of defining obscenity, essays on political censorship, collections of statements by authors and writers' groups and by librarians and library associations, a group of essays on the censorship of textbooks, and two illuminating assemblages of writings on censorship in Ireland and under Fascism and Communism.

The editor has chosen to confine his selections to British (including Irish) and American writings since 1900 and to those dealing specifically with the censorship of books. Within those limitations this search has been thorough and his selections admirable. Many of the selections are conveniently available nowhere else; all of them benefit from being

brought into association with each other and with Mr. Downs' stimulating and illuminating notes. Altogether it is an invaluable, indeed an indispensable collection. No other anthology approaches it in its field.

One can regret that the limitations imposed by the editor exclude some earlier statements of basic principle, as in the writings of Milton, Williams, Jefferson, and Mill, but they are easily available elsewhere. A greater latitude in including writings, especially judicial opinions, relating to newspapers and films and even comic books, when they are applicable in principle to books, would have permitted including opinions in such cases as *Near v. Minnesota* (a newspaper case establishing the "no prior restraint" principle), the *Miracle* and *Lady Chatterley's Lover* film cases, and the *Winters* case relating to comic books, all of which have had a significant role in protecting the freedom of books. "Admittedly," says the editor, the book "has a bias, reflecting the liberal view, as contrasted to the advocates of censorship." This bias, which I wholly applaud, together with the paucity of intellectually respectable defenses of censorship, has led to the failure to include any vigorous advocacy of censorship. Perhaps such advocacy has a place, even in a volume designed wholly to oppose censorship, if for no other reason than that there is hardly a better way to illumine the values of freedom than to allow a Comstock or a McCarthy or even a better-intentioned Postmaster General to advance the arguments for censorship.

These are trifling additions to wish for, however, in view of the abundance afforded in Mr. Downs' generous selection.

This volume is published by ALA, using the remainder of a grant from the Fund for the Republic that had supported the Freedom and Justice Awards. It is altogether fitting that ALA should be its publisher and Mr. Downs its editor. No professional association in the United States has more clearly distinguished itself in the defense and enlargement of the first freedom than ALA. And its struggle has been not only gallant, but also well-planned and successful. The ALA has not only fought battles for freedom; it has usually won them. That this is true is in major part due to the courage and judgment of Robert B. Downs. As president of the ALA during the McCarthy nightmare, as

later chairman of the Intellectual Freedom Committee of that association, and now as editor of this volume, he has distinguished his procession as well as himself.—*Dan Lacy, American Book Publishers Council.*

## Cataloging Principles

*The Principles of Cataloguing.* By L. Jolley, London: Crosby Lockwood & Son Ltd., 1960. 147 p. 15s.

This little volume is so timely that those librarians particularly concerned with catalog code revision might wish it had appeared a few months, or even years, earlier. This is not to imply that its interest is limited to a few catalogers or even to catalogers only. In spite of its being at times pedantic, most librarians would find something of value in *The Principles of Cataloguing*. It is well written, although some of the idioms and choice of words sound strange to the American ear. "Whilst" and "amongst" indicate that the author was not educated in America. Mr. Jolley is an Australian, writing at the University of Glasgow, where a "programme for the revision of the catalogue" became the source of this work. Mr. Jolley also acknowledges his indebtedness to Charles A. Cutter, Seymour Lubetzky, and Andrew Osborn. In the preface, he says: "Cataloguing is one of those fields of human endeavor in which it may be safely assumed that if an idea is worth having, it will have occurred to more than one person."

Unquestionably the prime importance of Mr. Jolley's study is his discussion of topics under scrutiny by the ALA Catalog Code Revision Committee. The first chapter, "The Function of the Catalogue," presents one of the controversial topics to be discussed at the IFLA International Conference on Cataloguing Principles in October. He makes the statements, "The function of the catalogue is to interpret the library to the reader" and "The catalogue is an instrument of communication" and then repeats a few pages later, "The object of the catalogue is to serve the needs of the reader" and "The catalogue is an extremely complex communication system. It must therefore be based on existing habits." Throughout this chapter, he reiter-



ates his basic principles by pointing out some of the major flaws in the 1949 ALA Code, which he says fails to present an orderly and consistent development of a few leading principles. "There is general agreement that it is cluttered up with overlapping and redundant rules." A clearer explanation for the need for a complete new code of rules could hardly be found. The assumption that the catalog should be all things is brushed aside by statements like, "The catalogue is only part of a whole system of bibliographical references. . . . There can be no doubt that cataloguers would save much trouble if they ceased to look on the catalogue as a reference tool always complete in itself. . . . The author catalogue is not meant in any way to act as a biographical dictionary." It is unlikely that anyone would agree with all such premises, but in context they sound very convincing.

In succeeding chapters Mr. Jolley discusses in detail principles that are sometimes difficult to grasp upon a first casual reading but which become quite logical and clearly stated when given careful and close attention. The chapter on corporate authorship is of particular interest because of the current discussions of the corporate concept in connection with the establishment of international cataloging principles. He says: "All existing codes are 'non-author headings' but not all in the same instances or for the same purposes. In many cases these headings can be regarded as an extension of a conventional title." And again: "To act as an author, a corporate body must not merely be intellectually responsible for a work, it must possess a name, it must have a defined if fugitive existence and an accepted name." These simple sentences demonstrate the lucidity of Mr. Jolley's approach to a complex problem.

Another chapter that has timely significance is the one on the subject catalog. Ever since the death of David Haykin, who was working on a subject heading code, catalogers have been expressing the desire and need for such a code. According to Mr. Jolley, "The reasons for this comparative neglect are to be found not in the lesser importance of the subject catalogue, but in the intractability of the difficulties it presents." In spite of other statements such as, "The subject catalogue can be judged only by the criterion of convenience and the best that can

be attained is a number of approximately satisfactory entries," and "a general library can certainly function without a subject catalogue, but the possession of a subject catalogue is a great convenience," the chapter presents a lucid explanation of the difference between the subject heading catalog and the classified catalog and makes a definite contribution to the literature on subject headings. A discussion of "Unitersms," Ranganathan's concept of "chain procedure," and its use in the British National Bibliography is followed by the statement: "It must still be agreed that the union of chain procedure index and classification produces a combination as new as it is powerful."

In the chapter on descriptive cataloging, Mr. Jolley first regrets that recent cataloging codes provide separate rules for author and title entries and for descriptive cataloging and then goes on to say that few British libraries have found it possible or desirable to indulge in all the detailed description prescribed by the Joint Code. He admits that the Library of Congress rules are valuable because of the guidance they give on the presentation of a standardized entry and then says they prescribe a degree of description few British libraries find necessary. Small public libraries can take comfort in the statement: "In descriptive cataloging the size of the library has a direct bearing on the catalogue entry."

Certainly all librarians concerned with catalog code revision will want to read this volume, and for all serious students of cataloging it should be required reading. It is highly recommended for those who would like to be brought up to date on current thinking about cataloging and the impetus behind code revision. Most catalogers will be grateful for one of Mr. Jolley's closing statements: "Only harm can be done by setting standards which are impossibly high. No code can make certain that every book is everywhere catalogued in the same way. No catalogue can succeed always in bringing together all the works of one author, or all editions of one work. What the cataloguer can hope to do is construct a catalogue on such lines that it will be a source not of confusion, but of instruction to its users."—*Orcena Mahoney, Executive Secretary, Resources and Technical Services Division, ALA.*

## Efficiency of Indexing Systems

*ASLIB Cranfield Research Project, Report on the First Stage of an Investigation into the Comparative Efficiency of Indexing Systems.* By Cyril W. Cleverdon, Cranfield, England, College of Aeronautics, 1960. 166 p.

In 1957, the British National Science Foundation awarded a grant to ASLIB (Association of Special Libraries and Information Bureaux) to study the comparative efficiency of four indexing systems. The indexing systems selected were the Universal Decimal Classification, an alphabetic subject catalog, a faceted classification scheme, and a Unit-term system of coordinate indexing. This report covers the first phase of this study, the indexing of eighteen thousand journal articles and reports in the field of aeronautics. Two other variables were also selected for this experiment: the training of the indexer (whether technical knowledge of the subject but no indexing experience, indexing experience in the subject field, indexing experience in another subject field, or theoretical knowledge of indexing) and time allotted for indexing a document.

The detailed discussion of problems encountered in indexing should be required (though not easy) reading for anyone involved with installing or revising indexing systems. The U.D.C., faceted classification system, and alphabetic subject catalog are discussed extensively. The alphabetic subject catalog, for example, is discussed in terms of cross references, structure, relationship among component parts, word order, and specificity of subject headings. Cleverdon's decision on one of these points, the indication of relationships among component parts of a subject heading, warrants further discussion. This point can best be illustrated with an example. If the subject of missiles controlled by gyroscopes were to be indexed, subject headings with and without indications of relationships among the subject heading's component parts would be:

Missiles—controlled by—gyroscopes (with relationships)

Missiles—gyroscopes (without relationships).

The recent history of indexing systems is not without its paradoxes. Advocates of traditional indexing systems have cited as one of their systems' advantages the fact that relationships among component parts of the index entry can be brought out. In recent years attempts have been made to bring out relationships among concepts in coordinate indexing systems, thereby reducing the coordinate index's false drops (though also its flexibility). In this study Cleverdon decided to omit indications of relationships among component parts of the alphabetic subject headings in view of the difficulties involved. Whether an indication of relationships is required in either traditional or coordinate index entries will be answered at least in part in the second step of the study, the testing of the indexes with 1600 questions.

While merits and faults of indexing systems are reported on at great length, comparative studies of indexing systems based on experimental work are rare. Cleverdon's work is such a study and is a real contribution to our knowledge of the subject.—Gerald Jahoda, *Esso Research and Engineering Company, Linden, N. J.*

## Guide to Art

*Guide to Art Reference Books.* By Mary W. Chamberlin. Chicago: ALA, 1959. xiv, 418p. \$10.00.

Until the appearance of this excellent guide neither the librarian nor the student working in the burgeoning field of art history had available a satisfactory English-language tool for finding the basic reference books and sources on the subject.

Mary Chamberlin, fine arts librarian at Columbia University, has surveyed the tremendous volume of literature in the field and skillfully selected a large core of titles that will help both the beginner and the advanced scholar locate authoritative information and materials. Her selection is based not only on long experience in art reference work during which she could observe actual use of the titles, but also on extensive personal use of American and European art libraries and on consultation with a considerable number of distinguished specialists. Her interpretation of the term reference books is a broad one and ranges all the way

from useful introductory texts for the general reader to specialized collections of documents and sources basic for research. Her emphasis, clearer in her preface than in her title, is on materials for study and research in art history.

So vast indeed is the literature on art that a number of important limitations were considered essential. The six basic areas covered are architecture, sculpture, drawings, painting, prints and engravings, and applied arts. Many peripheral fields had to be omitted, including (among others) advertising art, book arts, landscape gardening, numismatics, and interior decoration. Much of special interest to this last area is to be found, however, in the section on applied arts. Also certain types of art books were excluded, among them how-to-do-it books and catalogs of museums, exhibitions, and private collections. Monographs on individual artists, monuments, and sites are understandably not included since even a selective guide covering these would constitute another whole volume. Some of these omissions will cause inevitable disappointment, but in many cases the reader will find in the *Guide* valuable leads to other sources for discovering them, including such titles as the still very useful 1952 *Harvard List of Books on Art* by E. Louise Lucas. Once the limitations of the *Guide* had been decided upon, there remained a tremendous amount of material from which to select for the areas the author proposed to cover. Given such a situation, it is inevitable that each serious user will find a favorite title or two not included, but the selection on the whole is extremely good.

Arrangement of the 2489 bibliographic items in the main part of this volume is by form and subject. Ten introductory sections, comprising nearly a third of the entries, cover general reference materials in the field. These include sections on such forms as bibliographies, indexes, dictionaries, and encyclopedias, and also on some types, especially important in art history and often elusive, such as sales records, reproductions, and iconography. These are followed by more extensive sections on each of the six basic subject areas, which in turn have their own subdivisions, both for kinds of reference books and for materials on individual countries or regions. Special lists of documents and sources, periodicals, and series complete the

main body of the *Guide*. An appendix describing some seventy-five art research libraries in the United States and Western Europe precedes in index.

It is, of course, very difficult to organize such a large body of material in a way that will satisfy all of its potential users. Many librarians will find its arrangement convenient because it to some extent reflects that of their own collections, but the specialist may not agree. The medievalist or the orientalist, for instance, will wish to find all his materials brought together regardless of media, and so will the scholar working on the art of a particular nation. Happily this problem is fairly easily overcome by the excellent and detailed index, the intelligent inclusion of cross references throughout the text, and the consistent inner arrangement of each of the subject sections.

Bibliographical description of each title in the *Guide* is full and the level of accuracy exceptionally high. Contents or special sections and features are noted when they might prove useful or shed light on the scope of the book. Exact page references are given for bibliographies and indexes, although it would seem that in many cases those for the latter might have been omitted unless the index were a divided one or had a special feature important enough to be emphasized. The brief and often qualitative annotations which accompany each entry include especially useful notes on other editions, translations, and related works.

The section on documents and sources will be a particularly valuable one for the advanced student beginning to specialize and for the librarian needing to go back to original sources. Collections in this important section cover a number of areas and require the use of the index or cross references to relate them to other material.

The selection of 250 art periodicals, although it omits museum bulletins, is a good one and made especially useful by notes regarding change of title and by indications of where the titles are indexed. Inclusive dates of indexing are given for the *Art Index* but not for the twenty other indexes cited.

The final bibliographical section is a list of more than a hundred art series, both current and discontinued. Because complete listings proved impractical, only representative titles appear under each entry and these

selections have not usually been included in the index since they are given simply to show the type of title to be found in each series.

The appendix on art research libraries brings together in one geographically arranged list those libraries and photographic archives most important for research. Since much of this material can be found elsewhere, although not conveniently, the strength of the section lies in the author's valuable notes on the collections. In most cases she was able to survey and evaluate them at first hand, and this record is particularly helpful.

One serious problem faced by both the compiler and publisher of such a work as this one is the need to have the book reasonably up-to-date at the time of publication. This is of special importance in an era of prolific publishing in the subject covered. In this case the terminal date of January 1, 1958 and the publication date of December 1959 leaves a gap of nearly two years. The prob-

lem has been partially met by the addition of a number of later titles, either published or announced while the volume was in production. While it made possible the inclusion of the new and important *Encyclopedia of World Art*, the difficulties in this procedure are reflected by the inclusion of such things as the publisher's projected contents for the Spanish *Ars Hispaniae* from which he has since deviated in actual publication, and Karpel's important bibliography on modern art, *Arts of the 20th Century*, which has been announced repeatedly for years but which still remains an aggravating ghost.

This criticism seems very minor, however, when viewed in the light of the total accomplishment of the *Guide* which is so well executed that it should create its own demand for some means of keeping it up to date. It is a significant contribution to art literature of which the author and the library profession can be immensely proud.—*Jean M. Moore, Art Librarian, University of California at Los Angeles.*

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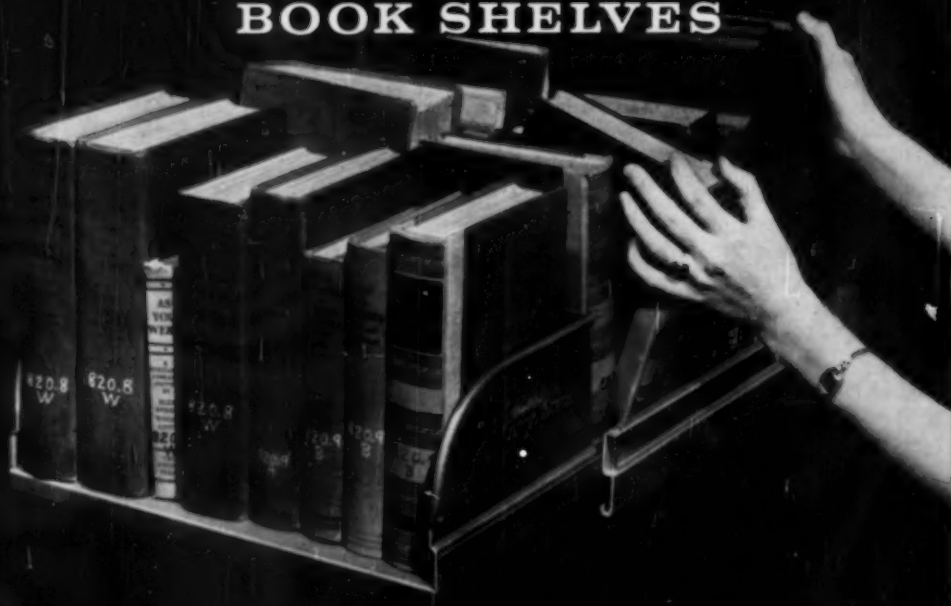
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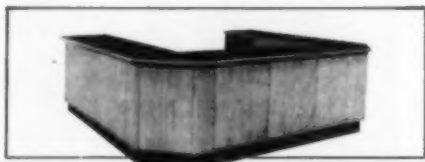
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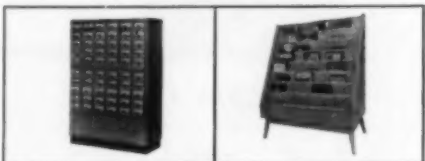
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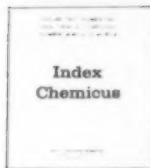
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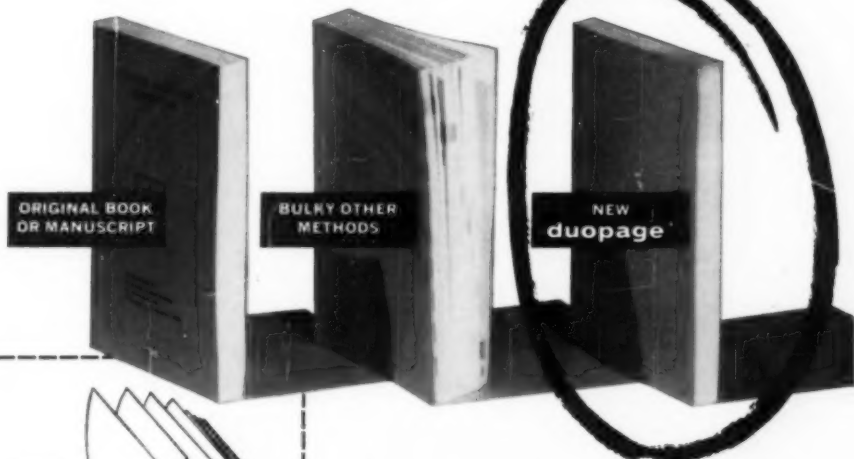
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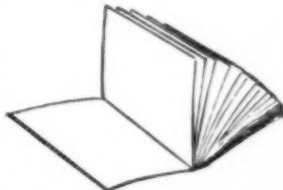
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